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THE SIERRA EDUCATIONAL NEWS

National Education Association

Pan-Pacific Educational
Conference

Long Beach Vocational Survey

Fundamentals in Vocational
Guidance

Tamalpais School Tool-Fund
Campaign

Privileges of Membership

C. T. A. Tentative Programs

A Muffin Page

Chicago, Oct. 1st, 1921.

To the Domestic Science Teachers of the Nation:

What would breakfast be without its light, flaky, toothsome muffins. And of all "truisms" nothing is truer than "As is the Baking Powder so will be the Muffin." Here are just a few "Reliable Recipes" that will help you to serve a real breakfast De Luxe:

Columbia Muffins

- | | |
|---|-------------------|
| 4 cups sifted flour | 1 teaspoon salt |
| 4 level teaspoons Calumet Baking Powder | 2 eggs |
| 1 tablespoon sugar | 2 cups sweet milk |

Sift together thoroughly the flour, baking powder, salt and sugar. Add gradually the milk and eggs. Bake in hot buttered gem pans 25 minutes.

If richer muffins are desired, add one or two tablespoons of melted butter, and more sugar, if they are desired sweeter. This recipe will make muffins for a family of 8 or 10. Use proportionately less ingredients for smaller family.

Graham Muffins

- | | |
|---|----------------------------|
| 1 cup white flour | 1 teaspoon salt |
| 1 cup Graham flour | 1 cup of milk |
| 1 tablespoon sugar | 1 egg, well beaten |
| 3 level teaspoons Calumet Baking Powder | 1 tablespoon melted butter |

Sift together the flour, sugar, baking powder and salt. Add gradually the milk, egg and butter. Bake in hot buttered gem pans 25 minutes.

Corn Muffins

- | | |
|---|----------------------------|
| 1 cup cornmeal | $\frac{1}{4}$ cup molasses |
| 1 cup flour | 1 cup milk |
| 3 level teaspoons Calumet Baking Powder | 1 egg, well beaten |
| 1 teaspoon salt | 1 tablespoon melted butter |

Sift together thoroughly the cornmeal, flour, baking powder and salt. Add gradually the milk and molasses and beat thoroughly, then add the egg and butter. Bake in hot buttered gem pans 25 minutes.

Oatmeal Muffins

- | | |
|---|----------------------------|
| 1 cup of warmed cooked oatmeal | $\frac{1}{4}$ cup sugar |
| 3 cups of flour | 1 teaspoon salt |
| 1 $\frac{1}{2}$ cups milk | 1 egg, well beaten |
| 4 level teaspoons Calumet Baking Powder | 1 tablespoon melted butter |

Add the milk to the warm oatmeal. Sift together the flour, sugar, baking powder and salt and add to the oatmeal. Then add the egg and butter.

One-Egg Muffins

- | | |
|---|-------------------------------|
| 2 cups sifted flour | $\frac{3}{4}$ cup milk |
| 2 level teaspoons Calumet Baking Powder | 1 tablespoon sugar |
| $\frac{1}{2}$ teaspoon salt | 1 egg well beaten |
| | $\frac{1}{2}$ cup melted lard |

Sift flour, baking powder, salt and sugar together three times, put in bowl, add the milk and well beaten egg, beat well and then add the lard. Bake in well greased muffin rings 20 or 25 minutes in moderate oven.

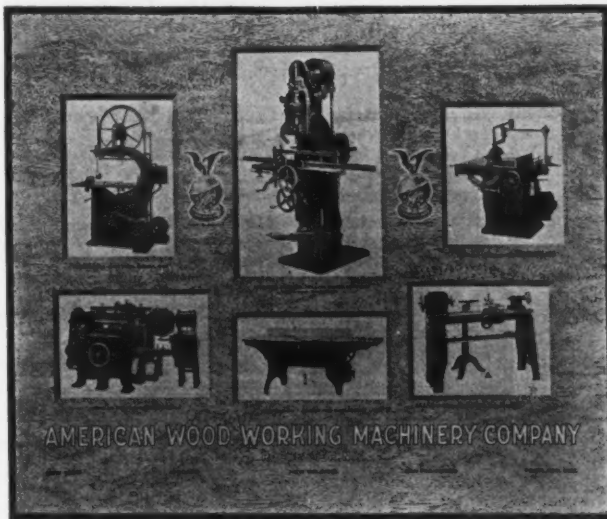
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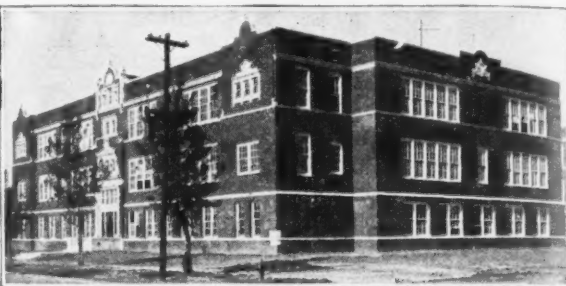
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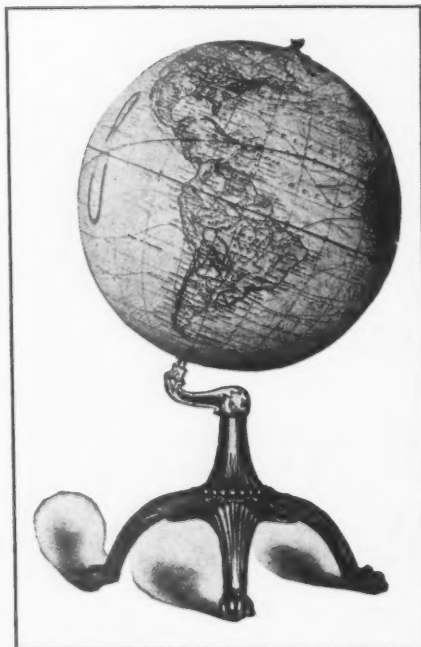
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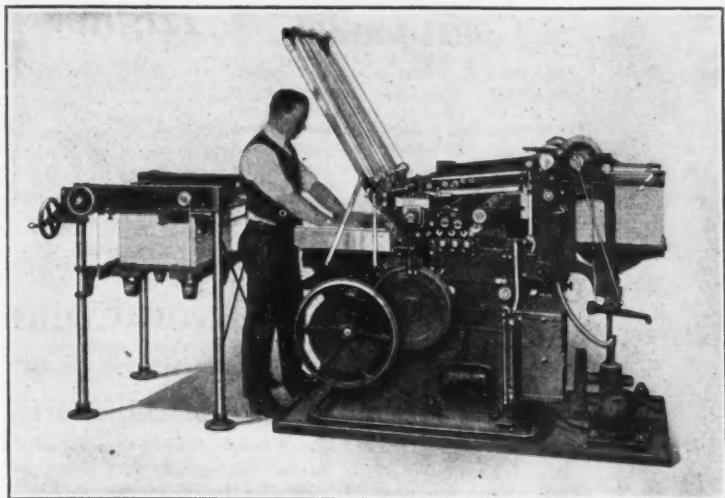
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MISS CHARL O. WILLIAMS
County Superintendent of Schools
Shelby County, Memphis, Tenn.
President N. E. A.



EDITORIAL



THE 1922 meeting of the National Education Association will be held in Boston. There was well-nigh unanimous approval of Dr. Winship's invitation given at Des Moines to go to the

THE NATIONAL EDUCATION ASSOCIATION

New England metropolis next July. There was much talk of a western city for 1923 or 1924, and the opinion was voiced by many that hereafter the meetings should alternate between the Atlantic and Pacific Coasts. Des Moines did all that could be expected under the circumstances but the climatic conditions were unbearable. It is not enough to say that the temperature was high everywhere throughout the nation during July. There is no spot from the Alleghanies to the Rockies or from Winnipeg to New Orleans where it is safe to schedule a July or August convention. It is high time we realized this.

There was suggestion of a change in the time of meeting of the N. E. A. from the summer to the spring or autumn. "An educational week" might be set aside in September, October or November and all educational meetings, including the N. E. A., held during this period. Careful consideration should be given this proposed plan. Another suggestion was to hold the N. E. A. during the week of the 22nd of February, at which time the Department of Superintendence meets.

Thousands of persons at great expense of time and money and many, at personal inconvenience, attended the Des Moines meeting. There was a splendid spirit throughout. The programs were timely and well arranged. There were addresses

at the general sessions and discussions in the departments that well merited the attention of all.

Doctor William C. Bagley, who has been acting in the capacity of Editor-in-chief of the Journal of the N. E. A., received unanimous appreciation for his work and was urgently requested to continue. There was a meeting of the Advisory Editorial Board of the Journal under Doctor Bagley's direction. The Editor of the "Sierra Educational News," as member of this Board, on resolution of that body, presented to the House of Delegates, the desire of the Board in this regard and the proposal met with enthusiastic favor. Joy E. Morgan as Managing Editor is doing meritorious work on the Journal. It is hoped to retain the present staff as now constituted. The report of Executive Secretary Crabtree to the Association, merited the attention of every member of the Association, and should be read carefully by all.

It would be unfair to single out Des Moines for criticism for the lack of space given to the convention by the press of the city. One of the weaknesses in education is lack of publicity. The press of the country does not yet realize that the public is anxious to know about schools and educational progress and would welcome reports of such meetings as the N. E. A., the State and other educational bodies. At Des Moines, there was scant publicity of the several days' meetings. It is marvelous how readily the newspapers of a great city can overlook really important matters and how eagerly they grasp at sensational items such as they assume the "public demands," but which, as a matter of fact, the public reads only because the

glaring headlines are displayed for its attention. The time is already here when, before a meeting of our great organization is scheduled for any city, the educational authorities should have guarantee of a certain amount of space in the newspapers to be given to the meeting, the copy to come through our own press service. The Associated Press work handled under the direction of J. W. Searson, was carried on in a most capable fashion.

Perchance no city in the United States the size of Des Moines—certainly no inland city and one not devoting itself to tourists—can offer the hotel and convention facilities that are furnished by the Iowa metropolis. The local arrangements, under the direction of Charles F. Pye, the Executive Secretary of the Iowa Teachers' Association, were complete in every regard.

Our own Oakland Superintendent, Fred M. Hunter, as President, did credit to himself and honor to California and the nation in his plans for and conduct of the meeting. Our State Director, Miss Wilhelminia Van de Goorberg, handled the matters incident to her office most creditably. Her successor as State Director for 1922 is Miss Mary Mooney of San Francisco, well known for her splendid activities in organization work and in professional lines. The President of the Association for the coming year, Miss Charl O. Williams of Memphis, is already at work upon a great program for Boston. Miss Williams is the fourth woman president of the N. E. A., her predecessors being: Ella Flagg Young, Mary C. C. Bradford and Josephine Corliss Preston. Miss Williams is the first County Superintendent to occupy this high office. Her achievements, both in the field of organization and administration and in teaching, leave no room for doubt that she will be a worthy leader for the N. E. A.

A. H. C.

FOR the first time in the history of the California Teachers' Association, there will be six section meetings during the year. And for the first time, too, all but one section at least will hold meetings this fall. **C. T. A. SECTION MEETINGS** For a number of years there have been four sections only in the State.

The Central Coast Section, comprising the counties of Monterey, San Benito, San Luis Obispo and Santa Cruz, had its first meeting in October, 1920. Since that time, a new section has been organized,—the North Coast Section. The counties included in this division are Del Norte, Humboldt, Mendocino and Trinity. During October of this year there will be held the annual meetings of the Bay Section at San Francisco, the Central Coast Section at Santa Cruz, the North Coast Section at Eureka and the Northern Section at Sacramento. The Southern Section will convene as usual in Los Angeles in December. Only one section, the Central, has not decided on its time of meeting.

This plan of holding all meetings in the Fall has several decided advantages. As we have often pointed out, institutes and association meetings should offer inspiration and entertainment not only. They should as well be helpful in affording professional outlook and in offering valuable suggestions on methods and organization, courses of study, school plans for program, equipment and rating and all that has to do with the conduct of a **good school**. This means that the proper time for educational gatherings should be at the beginning of the school year, thus to afford opportunity for the application, while the school year is young, of the principles enunciated and the facts learned.

Another reason for concentrating the meetings in the Fall is that the financial

strength of two or more sections may be pooled in securing out-of-state speakers. It is unfortunate that two sections,—the Bay and the Central Coast, are this year holding their sessions on the same dates. A much better arrangement is for one section to announce its meeting on Monday, Tuesday and Wednesday, for example, of a given week. Another section, seeking to co-operate in securing and paying for a speaker, may announce its meeting, Wednesday, Thursday and Friday of the same week. In this way speakers are not over-worked and the same speaker may appear at general sessions and conferences or Round Tables at both sections. The financial load is distributed. Eight sections could thus hold meetings within the compass of a four weeks' period.

Finally, this arrangement would permit every teacher in the organization to receive the January issue of the "Sierra Educational News" as the first number of the volume. The membership fee, paid previous to or at the time of an annual meeting, covers that particular meeting. This fee includes subscription to the official magazine for the period beginning with the January issue following. Much time is required for membership lists to be written throughout the counties and cities. These, in turn, must find their way to the registration officers of the section and later to the Circulation Department of the "Sierra Educational News." This process sometimes extends over a period of several weeks. All names must be checked and segregated not only alphabetically but as to Post Office delivery districts. Stencils for use in the addressing machine must be cut and arranged. Thus it is impossible for a member to receive the next current issue of a magazine following the date of taking membership.

With such speakers as Thomas H.

Briggs of Columbia University, President M. L. Burton, University of Michigan; Doctor Ernest Horn of the University of Iowa, Miss Olive Jones of the New York city schools, Doctor Charles H. Judd, University of Chicago, and other educational leaders both from within and without the State, the coming meetings promise to measure up to the high standard set at past sessions.

A. H. C.

CALIFORNIA is enriched in her life as she is able to appreciate the scholarship and public service and leadership that come to us, not less than by those virtues we develop among ourselves. It becomes us

A WELCOME to welcome to our academic circles one who comes to our beloved State filled with honors and the record of scientific achievement. There has been added to the staff of the California Polytechnic Institute, Dr. Robert Andrews Millikan, since 1910 Professor of Physics in the University of Chicago. Dr. Millikan holds degrees from Oberlin, Columbia and Northwestern, and studied in Berlin and Goettingen. He taught physics in Oberlin from 1891 to his invitation to Chicago in 1910. He has held important offices in the National Research Council, the science and research division of the Signal Corps, the National Academy of Sciences, the American Philosophical Society, the American Physical Society, and the American Association of University Professors. He is widely known for his original researches on the electron and the structure of matter; and, in 1913, was awarded the Comstock prize by the National Academy of Sciences for his researches in electricity. In his new position he becomes director of the recently endowed Norman Bridge laboratory of physics and is to be free to develop an

independent research laboratory. He is the author of a number of physics texts, among others the Millikan and Gale "Physics," probably the most generally used text on the subject in our schools. Dr. Millikan is an acquisition to the scholarly forces of the State, and will receive a hearty welcome from all who respect learning and the open mind.

Professor Einstein, on his return, comments freely on America. He admires the optimism, energy and ambition of American scientists, and the finely equipped laboratories in which they work. He says: "I have never seen anything so complete as the laboratory of Millikan in Chicago."

To the same institution, the California Institute of Technology, must be credited two other men of science. Professor H. A. Lorenz, from the historic University of Seyden, Holland, is to be lecturer and research associate during the current semester. He is credited with valuable research and development work on the theories of ether and electron. Dr. C. G. Darwin also is to be a member of the Institute faculty for the year 1922-1923. Dr. Darwin is a grandson of the famous Charles Darwin, and son of Sir George Howard Darwin, professor of astronomy in the English Cambridge since 1883. Both Professor Lorenz and Dr. Darwin are scholars of established reputations among scientists the world over.

R. G. B.

AT Atlantic City last February, through the initiative of a group of men and women, there was appointed a committee on the needs for a Nation-wide survey of the schools of the country. This national

THE SCHOOL SURVEY

survey was to have special reference to the financing of Education. That there is need for a conscientious and detailed survey of the schools of the United States there can be no doubt. This

need has made its appeal to several of the great foundations. Four of these foundations have combined to finance the venture,—the Carnegie Foundation, the Rockefeller Foundation, the Sage Foundation and the Commonwealth Fund.

With proper financial backing and a clear cut policy, the investigations into the schools of the Nation should yield decidedly worth while results. In this connection it is significant that certain states have called for state-wide surveys. New York has, through legislative enactment, made provision for such a survey of her schools, Oklahoma also and Indiana and other states have enacted legislation calling for state-wide study and report. Other states are, likewise, looking toward such investigations.

A survey, to secure worth-while results, should aim at discovering two fundamental things: first, what is actually being done in the school, both in equipment and teaching; second, what are the underlying motives, as understood and stated by the school authorities, for the program that is responsible for these results. In other words, we must look for effects not only, but for causes. An investigating committee may criticize the technique of a school, the physical equipment, or the finished product of class room, shop or laboratory. Those responsible for the work on the one hand, and the surveyor on the other, may be evaluating outcomes from an entirely different angle. The surveyor must know the goal toward which the teacher is moving, the plan upon which the work is organized, the motive actuating the directing force.

Let us have surveys, local, state, National. Let these surveys discover to us what is done and why it is done. Let them bring to light what should be accomplished further, and let them make constructive suggestions for improvement.

A. H. C.

THE PAN-PACIFIC EDUCATIONAL CONFERENCE

FREDERIC BURK

President San Francisco State Teachers' College

THE First Educational Conference under the auspices of the Pan-Pacific Union was held in Honolulu August 11-24, assembling some sixty representatives of all fields of education from the United States, Canada, Siberia, Korea, Japan, China, India, Australia, Philippines, Portugal, Siam and New Zealand. The Pan-Pacific Union is an organization financed partly by the United States government and the territory of Hawaii, and partly by subscriptions from various Pacific nations. It seems destined to set on foot some movements of importance.

Delegates to the Educational Conference

The United States Government, through the U. S. Bureau of Education, took the initiative, appointing official delegates and inviting other Pacific governments as well as educational institutions and organizations to send delegates. The twelve official delegates of the United States were: Doctor Frank F. Bunker, U. S. Bureau of Education, Washington, chairman; Chancellor David Starr Jordan of Stanford University; Director E. C. Moore of the Southern Branch University of California; Doctor George S. Stratton, Professor of Psychology, University of California; President Frederic Burk, San Francisco State Teachers' College; Superintendent F. B. Cooper, Seattle; President E. O. Sisson, University of Montana; Thomas E. Finnegan, Superintendent of Public Instruction, Pennsylvania; Miss Julia Abbott, Director of Kindergarten Education, U. S. Bureau of Education; President A. L. Dean, University of Hawaii; Doctor Vaughn McCaughey, Superintendent of Public Instruction, Hawaii; Alexander Hume Ford, director of the Pan-Pacific Union, Honolulu.

In addition to the above, the following delegates came from the mainland to represent particular American institutions or organizations: President W. F. Bade, Pacific School of Religion, Berkeley; Nina Buchanan, President National League of Teachers' Associations; Barbara Greenwood, National Kindergarten Association; Professor F. C. Newcombe, University of Michigan; Miss Ida C. Iverson, Los Angeles Teachers' Club; Mrs. Caroline Burk, Association of University Women, California Branch; Doctor Henry E. Jackson, National Community Board, Washington; Miss Myrtle

L. McClellan, Department of Geography, Southern Branch University of California; Mrs. Hubert N. Rowell, National Congress of Mothers and Parent Teacher Association.

Japan sent official government delegates headed by Baron Kanda, a veteran educational leader and polished diplomat; Professor M. Anesaki, Imperial Tokio University; Professor I. Abe, Waseda University; Professor K. Jujioka, Tokio Imperial University; Professor K. Hara, Kyoto Imperial University; ex-President T. Harada of Doshisha University; Doctor J. Nagaya, Principal, Tokio Foreign Language School. China was represented by Doctor Tsai Yuan Bel, Chancellor of Peking National University and former Minister of Education; Doctor S. K. Wei, Kwontung Normal School; Doctor Sze M. Ling, Kiang-Su Educational Association; Doctor P. W. Kuo, President, National University of Nanking; Doctor M. C. Chiang, Kiang-Su Educational Association.

Korea was represented by the charming personality of Doctor Heung-Wo Cynn, who proved the star after-dinner speaker of the Conference. New Zealand was officially represented by Rector F. Milner, whose clear-sighted judgment and incisive address precipitated upon him the chairmanship of the Committee upon Resolutions.

The Conference Program

In the throne room of the Palace, Doctor Jordan, as chairman of the Conference, made the keynote address, setting forth education as the means of averting national issues leading to wars. This keynote was echoed from many angles by the five opening addresses. Doctor M. Anesaki, the distinguished scholar of international fame, speaking for Japan; Doctor Tsai for China; Doctor Dean for Hawaii; Mr. Milner for New Zealand, and Frederic Burk for the United States. There was in these addresses no effort to belittle the menace of war through deep lying forces of physical and social heredity, nor to offer superficial remedies. But, in full recognition of the menace, education was offered as the chief hope of averting the catastrophe. By education was meant the use of all agencies, of schools, of the press and of the forum to remove the untruths, prejudices and attitudes receptive of hostility which nations permit and

even carelessly cultivate regarding one another, forgetting that such states of mind become dry tinder which some foolish word may ignite. It was repeatedly pointed out that much of the history, geography and civics taught in each nation's schools instilled in the youth dangerous prejudices regarding neighboring nations. These prejudices were valueless to any nation, serving only as a cheap and false patriotism. Finally, it was emphasized that it was the business of the Conference to establish permanent organizations whereby disarmament, not only of material war machines, but more particularly of belligerent mental attitudes, should be accomplished.

The second stage of the Conference consisted of reports and discussions of the various educational systems and particular features of the Pacific nations. Superintendent Finnegan, President Sisson and Miss Abbott spoke for the United States. These discussions brought out a surprising agreement in the underlying struggle for developing and extending democracy, for furthering science and industry, and for substituting preparation to meet modern world conditions in place of existing scholastic formalism. A very significant address was by Doctor Abe, Professor of Economics in Waseba University, recommending radical curbing of international commerce when in conflict with the "legitimate political rights of other nations, and challenging our present commercial policies of "grab and take" when opportunity offered.

A very profitable discussion, introduced by Doctor Moore, was that concerning minimum essentials and the trimming out of unessentials. The issue is as rampant in other countries as in America. Other mainland contributors to this discussion were Doctor Sisson, Miss McClellan, Miss Abbott, Miss Greenwood, Doctor Cooper and Miss Iverson. Doctor Jordan made a second telling address upon the nature of education necessary for democracy, followed by Professor Stratton pointing out the responsible duties of higher education to make itself of service to international amity.

The third stage of the conference undertook to establish conclusions and provide permanency in the common service of Pacific nations. The resolutions adopted congratulated President Harding upon his initiative in disarmament, approved the vision of the Pan-Pacific Union, and recommended the following: A program of definite instruction by Pacific nations through all educational agencies to elim-

inate falsehoods and prejudices, and to promote intimate understanding among Pacific nations; to promote a scientific research into the causes of war; to provide adequate provision by all Pacific peoples for assembling and disseminating through universities and schools, films, etc., reliable information concerning the resources, industries, social conditions, ideals and goals concerning nations and problems of the Pacific; and finally, since "the growing amity of the world must ultimately embody itself in some form of super-national world order," educational effort must be coordinated "to make this great ideal a definite part of national consciousness."

Two Unique Conferences

Two unique conferences were staged by Alexander Hume Ford in exemplification of his principle of clearing the way for neighborly confidence. He brought together at a stag dinner the official delegations of Japan and of the United States with the Governor, the Japanese Consul-General, and Major-General of the U. S. Army stationed in Hawaii. "Now," said Ford, "get everything off your chests." Under his skillful manipulation, they did. They frankly poured out all they knew, and as the event proved, considerably more. The Japanese control of China through government loans, the Korean situation, the California land laws, armed intervention in Siberia, the dual citizenship of the Japanese emigrant, Japanese militarism and American jingoism were scraped to the bone. State secrets were served upon half shell. A spade was called a spade and no one lost his temper. When at the end the scraps were gathered it was found that a great deal of light had been shed upon great national issues, some cherished untruths and misinformation had been punctured, that everybody regardless of race was found to be human, and each felt for his racial neighbor a new interest and a stronger bond. "Nobody but Ford could have done it." was the unanimous verdict. But Ford is an expert veteran in this business, for, monthly in Honolulu, he conducts a mixed race dinner at which local issues are threshed out regardless of existing national prejudices, and no head has ever yet been broken. The following noon, at the University Club, Ford repeated the process, bringing together the Chinese, Japanese and United States delegations for a stag lunch with heart-to-heart conversation.

The issue of peace or war in Japan pivots upon the question whether the growing de-

mocracy can get control of the administrative power before the weakening militarism can precipitate a catastrophe. So far as the scholarly class whom we met are concerned they are doubtless as resistant to all projects of the military class, even to the government policies, in China, Korea and Siberia, as any reasonable peace lover of other lands. But they are properly loyal to their government and in our frank intercourse with them there were questions unanswered and dignified silences, and no word of criticism of their government ever escaped them, just as upon our part we left some delicate questions unanswered! The striking fact was brought home repeatedly that despite race, color, national divisions, religions and varied forms of education, there is speedily growing up, under all flags, an international democracy of common social and political ideals, common goals, common aversions to jingoisms and unbalanced radicalism, and common faith in the simple elements of humanity. In these respects, with a few exceptions which emphasized the rule, all members of the Conference stood indistinguishably upon the same ground—Chinese, Japanese, Americans, Koreans, New Zealanders, etc.

The final Ford denouement took place the day before the delegates sailed for their homes. Doctor Frank Bunker had engaged passage upon the Matsonia and his trunk was packed. But Ford willed otherwise. Certain events occurred which suddenly called to his attention that Doctor Bunker has the precise personality and abilities needed in the development of his Vision. So he swung to his phone, metaphorically tapped the pockets of some of his menial rich and whispered two words with which they have grown familiar, "Come across." And they came. No longer does anyone accuse Ford of being visionary. Before midnight, Bunker's resignation was airward toward Washington, and next morning found him installed as secretary of the Pan-Pacific with special duties in educational administration and at the salary of a federal judge and liberal traveling expenses. Shortly he will encircle the Pacific, establishing official agencies of contact for educational adjustments.

The Mystery

Now, who is Ford, anyhow? Personally he is a typical Connecticut Yankee, bred, if not born, south of the Mason and Dixon line. Historically, he floated into Honolulu harbor from his beloved Pacific some dozen years ago, rid-

ing upon some journalistic driftwood. So far as known he has never given a complete and articulate exposition of his Vision. He gives it forth only in pieces by means of interjections, exclamations and gestures when these were needed for some immediate practical purpose. Ford is no spellbinder, has no occult personal magnetism, possesses no following of worshipful disciples. He is without family, home, distinctly visible means of support, and is seemingly without a personal ambition for himself. He is utterly unpretentious, brutally frank, tactless to a cultivated degree, and as rough and ready with polished potentates as with the hale fellows well met on the street.

No, we never can unravel the mysteries of Ford by dissecting his flesh. As flesh, he is merely the common man indistinguishable in the herd. But Ford, the architect and builder of an international Pacific empire—Ford, the organizer—is, essentially, an Idea, for which the flesh serves merely as a food sac. It is the Idea, not the man, which is the compelling force. If the Idea is true and serviceable to society, and the man works impersonally without self-serving ends, it is a law of social dynamics that the force generated is irresistible. Ford is meeting these conditions and is thereby building an empire upon his formula of neighborly confidence through education and the inspiring thing of all is that, under conditions of true democracy it is open to any common man with an Idea to do the same. The delegates of the Educational Conference carry back with them no lesson of greater value to their nations' schools than this living embodiment of what the common man of democracy can do with an Idea—Ford.

Ford

The genius of the Pan-Pacific Union lies in the unique personality of its creator, Alexander Hume Ford. Ford has a vision and a formula which goes with it. He sees the untold wealth and undeveloped resources of the Pacific. He foresees the inevitable shifting of the world's center westward from Atlantic to the Pacific. He also sees the imminent dangers due to the frailties of humanity. "Here we are," he says, "a dozen different races sitting as neighbors around the Pacific. Each is at the antipodes of the other's color, language, religion and life philosophy. We here have the makings of enough fights to keep us in the hospital the rest of our days." Then comes his formula: "The chief asset of anyone, man or

nation, is the good will of his neighbors, and this is true commercially, politically or socially. Let us proceed to build up our assets."

At first Ford was regarded by many as visionary, but finally Ford's philosophy penetrated the attention of Walter F. Frear, then governor, who saw stability and meaning in Ford's vision. Governor Frear lent a hand and helped Ford to organize his Hands-around-the-Pacific Club, which later gave way to the Pan-Pacific Union. Having gained a solid footing in Hawaii Ford set out in a pilgrimage around the Pacific. Governors, premiers, consul. generals, cabinet members, presidents (inclusive of Wilson and Harding), and the only real King upon the Pacific (Siam) fell under his spell, saw the vision and are now the supports of the Pan-Pacific Union—and they believe in Ford.

The first fruit of Ford's husbandry was the First Scientific Conference which the Pan-Pacific assembled last year in Honolulu. Eminent scientists journeyed from the different nations and spent three weeks exchanging information concerning climatic conditions affecting the development of each country, the mineral and agricultural resources, the scientific origins of native races, etc., and then organized permanently for mutual exchange of information and later to assemble again. Ford has repeated the process this year with the Educational Conference and next he will lead commercial experts through the same steps.

In the meantime the World's Press Congress has been induced, largely through the Pan-Pacific exertions, to hold its session in Honolulu. It is the plan of the Pan-Pacific to continue these conferences developing neighborly relations at every point of useful contact and building up through education substantial resistance to misunderstandings, suspicions, race prejudices, unprofitable competition and even war itself.

The members of the First Pan-Pacific Educational Conference, as the members of the First Scientific Conference did and the members of the First Commercial Conference will do, are returning to the nations of the Pacific men imbued with the immensity of Pacific resources and with the necessity for a unified

Pan-Pacific international policy of mutual understanding and mutual confidence. Permanent organization and systematic work of the conferences will be carried on through the clearing house of the Pan-Pacific Union. The fourth conference, two years hence, will doubtless be a gathering of executive statesmen who will weld together international relations. Ford will accomplish it, never fear. It is now an open secret that Franklin K. Lane, just before his untimely death, had accepted a position upon the active Fordian staff to develop the international political program, for he also had come under the irresistible Ford spell. Some other must now be found. There is much more detail to the Ford Vision than can here appear. There is to be at the Crossroads of the Pacific a great Museum of Science, a great international educational institution for training in Pacific problems and a great commercial clearing house. In and through all these parts of the upbuilding structure, dashing hither and thither like a beaver in his dam, tightening this and loosening that, sketching future construction with his right hand while he builds with his left, appears and disappears Ford. Give him time for his process of education, and, despite trouble makers, diplomats and militarists, he will at least materially lessen the occasions and excuses for war upon the Pacific, if not do much more.

Why should not the Ford formula be used to apply to the whole world as well as to the Pacific? Ford, himself, limits his horizon to the Pacific—it's big enough, he says. But it is easy to imagine him ejaculating: "Of course the principle will apply to the whole world. Is it not true that the chief asset of any man or nation is the confidence of neighbors? Is not the present bankruptcy of European civilization due to outrageous violation of the principle? Do you know of any substantial commercial institution, controlling statesman, or productive woman or man who is not evidence of its truth? What, fundamentally, was the cause of Germany's downfall? What is the essence of Christianity? Is the mainspring of democracy more than human control through the neighborly confidence? Why, bless me, it is the master key of human civilization."

"The world's need is for minds which forever keep their windows open toward tomorrow, which reach out, like the flower for the sun." All advancement is the result of an interested mental receptivity, with the receptions translated into constructive activity.

A VOCATIONAL SURVEY OF THE LONG BEACH CITY SCHOOLS

AGNES WOLCOTT

Director-Coordinator, Long Beach City Schools

THE director-coordinator of the Part-time Education Department conducted this survey during the month of January, 1921. Before January she called a meeting of the Part-time Education Committee, composed of employers, employees, and other men and women interested in minors, and presented to them copies of a set of questions which she had compiled for the survey. Many valuable suggestions were given by the different members from which the above questionnaire evolved. She then met with the principals of the various schools and explained the project. The principals voted to have the survey and conducted the work in their respective buildings. A questionnaire was formulated asking for information as to occupational aims, present job (if any), reasons for working, amount of earnings and their disposition, (savings, expenditures, etc.), vacation employments, etc. Returns were received from 1453 girls and 1342 boys. Of the former, 78 per cent were from the high school, and of the latter, 70 per cent. The results were tabulated and mimeograph copies were made and were presented to each member of the Part-time Education Committee at a meeting called by the director-coordinator for March 10, 1921. This was a very interesting meeting and much valuable information was presented as to existing conditions. The newspapers gave very comprehensive reviews, also, which reached a great number of citizens.

As to occupational aims of the three groups of students there were the following showings: of the girls in the grades, 25 per cent aspired to be commercial workers, 22 per cent musicians and 15 per cent teachers. Of girls in the high school, 42 per cent chose commercial work, 21 per cent teaching and 10 per cent music. In the part-time education club, 43 per cent of the girls aspired to be stenographers, 23 per cent milliners, and 14 per cent musicians. Of the boys, in all classes, from 35 to 39 per cent had ambitions for mechanics or some form of engineering. In both the grades and the high school, from seven to nine per cent looked to agriculture, and 10 to 15 per cent to business.

That there is a considerable number of students who are also working and earning appeared from the schools: 58 per cent of the

high school boys and 78 per cent of those in the upper grades. Relatively few of the girls were found to be so employed. That the savings are considerable is shown by the fact that from 20 to 50 per cent of the girls put money in the savings bank, and about the same proportion of the boys. The approximate weekly earnings of all boys and girls were more than \$3300, or nearly \$14,000 monthly income.

The immediate result of the showing was the formation of a sub-committee of citizens to consider possible courses to be established in the Part-time Education Department for the purpose of allowing the boys and girls to discover what trade they desire to follow by trying out several different trades. This followed directly from the fact established by the survey that as a rule the boys and girls in the Part-time Education Club are not engaged in the kind of work which leads directly to that which they want to do later in life.

Hence, if we can start them in the right direction now, when they are accepted as apprentices they will be more likely to continue in the line chosen. And as one business man stated: "If an employer knows that the boy or girl has tried several trades and likes his work better than any other, he will be more willing to hire and teach him."

The sub-committee has had several meetings and its members are securing the assistance of those who are engaged in the actual work to outline the units of work requisite for a boy or girl to know whether he likes it. Hence, many persons in the economic world are interested and are helping us in our project. This work is in progress and therefore no definite report can be given.

Other results from this survey will follow later. Much information has been gained by the director-coordinator which gives her a broader foundation upon which to work. It is true that this assistance can better be experienced than expressed in words.

The more people know about education and schools as well as other matters, the less dogmatic they are. This is one reason why a little learning is dangerous,—it does not leave the mind open.

SOME FUNDAMENTALS IN VOCATIONAL GUIDANCE*

(In Its Educational Aspects)

By A. J. CLOUD

VOCATIONAL guidance in relation to education stands on the firm foundation of the most approved doctrines of our times. A brief review of these doctrines will make this statement clear.

Modern educational psychologists and sociologists, headed by Professor John Dewey, hold that one thinks only when he is pressed to it by a problem, a "challenging difficulty," the solution of which is of direct significance to him. They have demonstrated that only the life-relations of the immediate present, and not those of the remote future, have true educational values, for it is from the concrete and realistic problems of the present alone that the maturing mind of the youth derives the material which enables him to develop power to think for himself. Thus it is that training upon definite problems builds into broad education, and that, conversely, general education depends upon specific training for its effective realization.

Such is the underlying theory by which the value of Vocational guidance as related to education may be measured, and being so tested comes out fair and whole.

For Vocational guidance primarily stimulates the thinking process of the boy or girl by dealing with individual problems of real present moment to him. It has been said "For the great masses of men, life is organized around work." Important, indeed, then, is it for all the people in a democracy to think carefully upon, to gain intelligent insight into, and to establish effective contacts with work,—with those manifold social-industrial interests which form so integral a part of the environment in which they live. This is the educative function of Vocational guidance.

For this reason all boys and girls, early in life, should be furnished with approaches, both informational and contactual, to a great variety of human activities. The educational objective to be sought is increased social-industrial intelligence and experience, both for the good of the individual and of the community—local, state, and nation. The success of guid-

ance in any individual case is contingent upon the youth's acquaintance with the facts bearing upon a wide range of occupational possibilities, particularly those which are related to his own interests, capacities, or aptitudes. And the school, in our generation, is best fitted to undertake this important task.

It is only of late years, however, that the school has become conscious of its obligation and its privilege in the promotion of Vocational guidance. When society was organized upon an aristocratic or caste basis, the youth followed naturally in the footsteps of his father, receiving vocational instruction incidentally. But now, in a democratic political society, organized industrially on a competitive basis, each individual is allowed and encouraged to select his own vocation, and, hence, needs to discover the elements of fitness within himself, and to form a wise judgment of the opportunities and possibilities resident in a multitude of occupations before he makes an ultimate selection. This calls for a wide knowledge of economic and social conditions of the characteristic features of the vast array of modern industries, trades, and professions, and of commerce.

Unaided, the youth in the complex modern world is incapable of making wisely a decision so meaningful to him and to society. He was aided, in ages past, by his family, or by his class. But caste distinctions have broken down; the home has lost its potency as a factor in giving vocational counsel. Furthermore, there is now available a mass of systematized knowledge respecting the hygienic and working conditions surrounding many vocations, and their requirements with respect to intelligence or special training, which may be imparted best by organized agencies. The organized instrumentality which is most readily available for the purpose is the school. In co-operation with other agencies, it can collect and disseminate occupational information; through curriculum changes which will harmonize the content and processes of instruction more closely with external conditions and individual needs, the school can assist boys and girls in gaining power to think more actively and intently upon their occupational objectives, and thus to locate themselves eventually in their life-

* From The Bulletin of San Francisco Grade Teachers' Association, April, 1921.

work. As Dr. Brewer has well said: "Many subjects of the school program should be almost wholly related to occupational needs, and practically every lesson in the school work has something to contribute to success and usefulness in the vocation." Above all, the school can lead the boy or girl to acquire the appro-

priate mental attitude toward work—and that attitude is acquired best in school.

Vocational guidance, then, educationally considered, is of far-reaching value, for it contributes richly to the greatest asset society possesses—the thinking power of its oncoming men and women.

A TAMALPAIS SCHOOL TOOL-FUND CAMPAIGN AND ITS LESSONS

W. T. ELZINGA

Vice-Principal Tamalpais Vocational High School

TAMALPAIS POLYTECHNIC HIGH SCHOOL, under the guidance of Principal E. E. Wood, has, since its organization, held a unique place among the high schools of the State, for its initiative, and efficient administration.

The community was one of the first in California to organize a Vocational school under the Smith-Hughes Act (Aug., 1917), and perhaps the first to take advantage of the Caldwell Bill (Feb., 1920), by purchasing nineteen machine tools. The writer purchased these personally in Chicago and Detroit.

The installation of these machines, the line-shafting, countershafting and other paraphernalia has all been attended to by student labor, under a student foreman millwright. The student was paid for his work.

After this was done, many small tools, such as chucks, toolholders, micrometers, gages, etc., to the amount of \$2300, were needed to make these machines available for use.

It was believed that there were men of means in the Bay region who would be enough interested in Vocational education to assist in providing this tool equipment. A campaign was started to raise this fund by public subscription. For eight weeks the writer traveled about the Bay region during his spare time, evenings and holidays. Mr. F. A. Robbins of Sausalito offered to head the list with a contribution of \$600, provided the remaining \$1700 could be raised. More than two hundred people were interviewed and practically all expressed themselves, in one way or another, as being strongly in favor of genuine vocational education under public control. The total amount was subscribed. Much was learned in these eight weeks; many friends were made for Tamalpais Vocational. A large and influential manufacturers' organization offered its co-operation in regard to employing the graduates and do-

nating tools and equipment. In discussing the problems of vocational education with these men the following valuable suggestions were offered and many interesting opinions were brought to light.

1. That the first cost of a vocational school may be high, but that it is a gilt edge investment for any community and the best insurance against social unrest.
2. That vocational schools, under proper management can be made largely self-supporting in regard to upkeep, materials, supplies and tools.
3. That, this being a machinery age, more emphasis should be placed upon the training for the engineering and metal trades: machinist, tool-maker, pattern-maker, founder, instrument maker, toolsmith, watchmaker, heat treater, electrical constructor, etc.
4. That vocational schools should teach a whole trade and not make narrow specialists.
5. That to teach a boy a skilled trade is not condemning him to a life of hard labor.
6. That in practically every case a machinist or man with machine building education should be the director of vocational schools, unless a school is purposely established for the building construction trades, in which case a carpenter should be in charge. And that in every instance the trade instructor should be a man of foreman caliber, or his graduates will be compelled to serve another apprenticeship in industry.
7. That all-round machinist education is universal training because it fits a man for many occupations and professions.
8. That, for several reasons, California machine shop foremen and superintendents are in great demand in the manufacturing plants of the East.
9. That trade education under public aus-

pices needs to have the co-operation of employers, employees, public and school.

10. That in a four year vocational high school course, a boy can learn a complete trade and get a good education besides.

11. That our educational systems are and always have been aristocratic and can only be made truly democratic by adding trade education for the masses.

12. That, to do so, it is necessary to reorganize the elementary school course of study.

13. That every district high school should offer the beginnings of trade education in many lines for country artisans.

14. That public school teachers should direct the thoughts of the boys more to industrial jobs than to white shirt positions.

15. That the world of today asks, "What can you do," and that the answer to this question also answers all that the world cares to ask about what you know.

16. That more manufacturers and employes should be members of school boards.

17. That a good trade is an office of profit and honor.

18. That many more seventh and eighth grade boys should have an opportunity to enter vocational schools.

19. That the traditional manual training courses in woodwork seldom help a boy to find himself.

20. That to use a vocational school for the engineering trades as a dumping ground for the drones and dullards will result in horrible failure.

21. That to learn a skilled trade a boy must make an early start.

22. That many seasonal workers should learn more than one trade to keep them employed the year round.

23. That the normal schools of California have neglected the opportunity to train men for trade teaching, especially for country artisans whose work is seasonal.

24. That teaching a boy automobile repairing will be only another form of amateur manual training and bound to be a failure unless preceded by at least two years of general machinist work.

These public opinions and suggestions are offered here in the hope that they may assist in solving the new problems of vocational education under the Smith-Hughes Act.

PRIVILEGES OF MEMBERSHIP

IN the March issue of the Bulletin of the San Francisco Grade Teachers' Association, the capable editor has a concise and very clear statement of the reasons for teachers taking membership in the several professional associations. It is here given in full.—Ed.

THE platform of the National Education Association declares that every teacher should be a member of a local teachers' organization, a State teachers' association, and the National Association. To justify this assertion it must be shown that such membership will contribute to the welfare of the individual teacher, to the interests of teachers collectively, and to the cause of education.

The advantages of membership in a local teachers' organization are so apparent that they need not be demonstrated. The teachers of a community have common interests and are confronted by common problems. They are generally quick to realize the benefits to be derived from good fellowship, common counsel, and united effort. They recognize that the combined knowledge and strength of all will contribute to the success of each, promote the welfare of the entire group, and advance the interests of their profession.

Likewise, the advantages of membership in the State association should be appreciated by every thoughtful teacher. Because of the territorial extent of the State, teachers cannot come into so close a relationship in the State association as in their local associations, but the educational problems of the State are of the highest importance to every teacher. The State is the source of educational authority. The laws under which public schools are organized and conducted are State laws. The teachers of a State must look to their legislature for the enactment of such statutes as will establish proper standards, furnish adequate support, and give just recognition to the teaching profession. Experience has demonstrated that a strong, effective organization of the teachers of a State is essential not only to their welfare but to the cause of education.

But what are the privileges and advantages of membership in the National Association? They are no less real and important than the benefits derived from membership in State and local organizations. The National Association represents the unified ideals and purposes of the teaching profession of the United States.

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FROM THE FIELD

IN this column there will be offered space to correspondents for short, concise, helpful personal notes of valuation and judgment, upon education or school affairs of common professional interest.—Ed.

CONCERNING "THE AMERICAN'S CREED"

EDITOR Sierra Educational News: Now that you have given prominence to the "American's Creed," I venture to ask a few questions in regard to it for the consideration of the teachers of the State. Should the city of Los Angeles offer a prize for an "American's creed," and, if so, be different from the one printed, which would be the real thing? If a student in any high school in the State should hand in, as original, an article made up almost wholly of quotations from well-known authors, with quotation marks omitted, would the teacher accept it as honest composition? "The greatest hindrance to the establishment of a strong national government, since the adoption of the Constitution, has been "State sovereignty." One cannot teach United States history for years, as I have done, without realizing the pernicious effects of that doctrine. And it is not dead. Rhode Island and New Jersey are crying "State's rights" in opposition to a late amendment to the Constitution. Your "America's creed" emphasizes the power of the State over the nation. Can anything be more false than the phrase, "a sovereign nation of many sovereign States"? Isn't it too much like the irresistible force meeting an immovable object? What then shall we do? Accept the creed and teach that the Civil War was wrong, and that the States are sovereign? or reject it as a piece of plagiarism, teaching the greatest error in the relationship of State and Nation?

E. W. ROBERTSON,
Santa Barbara.

FREE TEXT BOOKS

DEAR EDITOR: I desire to reply to the letter on page 235 of the May 1921 number of the Sierra Educational News. Your correspondent, in the course of a tirade against free text books, mentions in two places an imagined danger of transmitting disease germs as text-books are passed from child to child.

I happen to know that there is no basis for

this fear and should be glad if you would inform your readers to that effect. A scientific investigation of this question was made by competent laboratory experts on the order of one of the largest publishers of textbooks in America. Obviously textbook publishers would be quite willing to find that textbooks should be destroyed at the end of each year and to advertise that fact broadcast. On the contrary, however, reports to them stated that no trace of disease germs was found.

Sincerely yours,

JOHN M. BREWER,
Harvard University.

NOTING A COUNTY'S PROGRESS

THE people of San Benito County will never forget Tuesday, April 26, 1921. On that day County Superintendent of Schools W. J. Cagney arranged a program which included every school in the county. For months the tall, red-headed gentleman from Hollister wrote to his friends among the school people that they should reserve the day for him and be his guests. For the same length of time he let the children know that he had something in store for them. Four new school buildings were to be dedicated and a fifth not then completed was to be inspected; and above and beyond all, the State Superintendent of Public Instruction was to be present.

The day before the day came and with it arrived Miss Cecil Davis, County Superintendent of Schools of Santa Cruz County; Miss Louise Mignon, County Superintendent of Monterey County; Mr. A. E. Monteith, City Superintendent of Redwood City; Mr. Roy W. Cloud, County Superintendent of San Mateo County, and Sam Cohn, State Statistician. With Sam came consternation, for he said that he was to represent the State Superintendent who, at the last moment, found that he could not attend. The State Superintendent didn't know Mr. William Joseph Cagney. An official S. O. S. went out from Hollister to Sacra-

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EDUCATIONAL LITERATURE



Libraries and the Schools

BECAUSE of the success of school libraries in California our readers will be interested in, and agree with, the following statement of Sherman Williams of New York on their use:

"All pupils in both elementary and secondary schools should have ready access to books to the end that they may be trained: to love to read that which is worth while; to supplement their school studies by the use of books other than text books; to use reference books easily and effectively, and to use intelligently both the school library and the public library. Every secondary school should have a trained librarian, and every elementary school should have trained library service. Trained librarians should have the same status as teachers or heads of departments of equal training and experience. Every school that provides training for teachers should require a course in the use of books and libraries, and a course on the best literature for children. Every state should provide for the supervision of school libraries and for the certification of school librarians. The public library should be recognized as a necessary part of public instruction, and should be as liberally supported by tax as are the public schools and for the same reason. The school system that does not make liberal provision for training in the use of libraries fails to do its full duty in the way of revealing to all future citizens the opportunity to know and to use the resources of the public library as a means of education."

NEARLY 300 years ago (in 1642), Thomas Fuller wrote of the "behaving schoolmaster," thus: "He studieth his scholar's nature as carefully as they their books, and ranks their dispositions into several forms. And though it may seem difficult for him in a great school to descend to all particulars, yet experienced schoolmasters may quickly make a grammar of boys' natures, and reduce them all—saving some few exceptions—to these general rules:

- "1. Those that are ingenious and industrious.
- "2. Those that are ingenious and idle.
- "3. Those that are dull and diligent.
- "4. Those that are invincibly dull and negligent, also."

Even at this day there will be found a good foundation for the more detailed analysis of each group.

NOT all good students become famous men, but most famous men were good students in their college days. Professor Walters of Lehigh University has made a study of the alumni of 75 American technical schools and considered, in that connection, the careers of 392 men who have the rating of "distinguished." Virtually all these eminent engineers took better than average rank in their undergraduate

work. Nearly half of them stood in the first fifth of their classes, and another group of 109 stood in the second fifth. Less than 4 per cent were in each of the two lowest fifths. These researches establish for engineering education what previous researches have done for liberal-arts education. More than once it has been proved that men who received their A. B. degrees with distinction or who attained Phi Beta Kappa rank were generally the men who achieved eminence in their life work. In other words, as Hambone says, "Dey's plinty o' room at de top, but tain' no res'-room!"—Exchange.

A RECENT statement of the New York Post concerning the achievements of the negro race names Charles F. Gilpin, dramatic artist; Bert Williams, comedian; Laurence Dunbar and James Weldon Johnson, poets; Coleridge Taylor and Harry T. Burleigh, composers; Du Bois and Booker Washington as prose writers, and Edward Everett Just as scientist. There would seem to be no color line in the world of art, of culture and achievement.

IN the effort to make education an efficient possession of every individual, there is need of a fuller, intelligent and sympathetic acquaintance by teachers of the occupational opportunities, the conditions and requirements of the present economic situation. The predominance of women in the schools and their comparative ignorance of any firsthand acquaintance with these problems constitute a handicap to any effort for economic training. There is need to educate the home, also, to comprehend and appreciate the problem of occupational fitness. In both the home and the general public the call is for a campaign of stimulation to an interest in the on-coming generation. The man who "can do anything" and is doing nothing can probably "do nothing," for which the public is ready to pay. Yet, taken early enough, most of these people might have been fitted for something which the world needs and for which it can afford to pay, and would willingly pay, a wage.—Exchange.

A School History of the United States—By Nathaniel Wight Stephenson and Martha Tucker Stephenson. Ginn & Company. Pages x-542-XLV. Price \$1.60.

In all applied knowledges, teaching has three objectives: First, there is the knowledge of facts to be gained; second, skill in handling the facts or resourcefulness in interpretation; and third, a disposition to use or apply them. There are some things to be known. In others, an original insight into their meanings, something beyond the text is the real aim. In others, in every normative art, where the end is conduct, the

regulation of life, the shaping of behavior by knowledge, it is fundamental that in the study the right attitude of mind be attained. The first of these purposes is academic—the tradition of the schools; the second is cultural; the third looks to living rather than knowing. Both the first and second ends may be attained and the life be in no wise improved. In the last analysis we neither work nor learn, in order to do or to know, but to be. One may have abundant mechanical knowledge or great skill, but if they are accompanied by no joy in their use, no accession of pleasure, no pride in fine achievement, life is seen to deal with a wage only, and not growth. As of a study of history. It may stop with an accumulation of facts, or with a philosophy of their meanings, merely; institutions are seen as objects of intellectual interest, but not growing forces in shaping human life. The book under review, in explicit phrase, regards this third purpose. "It is not enough," say our authors, "to give our children a knowledge of how the state may be served in the best way: we have failed absolutely if we do not create in them a desire to discharge that service." This can be accomplished only, "by building up a sense of the state as a living human unit, and conceiving it as an object of affection. No history-teaching is truly sound that does not give to the young students this vivid sense of a great, continuing, single thing—our **Country**—which is entitled to their love and devotion." So far as known to the reviewer, no other history text for young people has had this purpose so distinctly in mind. Facts have not been ignored; but among the multitude of forces and movements in our national life those are selected that seem best to realize this purpose. The articulation of causes and results lies so on the surface that the untrained minds of youth even are tempted to make historical inferences. Their own knowledge of current social and political conditions is given meaning. It is a fine art in the making of a history text for boys and girls to know what to leave out, and yet construct a complete story; a story that is so compelling that interest tends to grow into action; a story that yields faith that one is himself a part of the whole.

Of the 500 pages, three-fifths are given to the conditions and political and social forces of our national peace; the factors that have made for our development as a governing people. The 275 illustrations, eight maps in colors and 50 other maps, and an admirable index of 20 pages, all add to the usefulness of the work as a text. As a bit of expert printing there is nothing better.—R. G. B.

Citizenship Dramatized—By George S. McPeters and Grace A. Cleveland. Henry Holt & Company. Pages 188.

One of the fundamentals in education is the acquisition of correct and intimate knowledge of, and a disposition to play a part in, the civic life of one's time and people. That the one may be attained, without a sense of personal responsibility or vital interest in citizenship activities, is common knowledge. How to fix a habit of neighborhood interest and political partici-

pation in public housekeeping is the difficult problem. Town, city and state management have been simplified in elementary texts; in a desultory way pupils have had personally conducted excursions to state and local legislative bodies; "School Cities" and "School States" have been organized in certain schools and pupils have been instructed in law-making and executive procedure; and more or less successfully pupil self-government has been used as a means of familiarizing youth in carrying on an organized group life, under the guise of a pseudo legal or conventionalized code.

The attempt to dramatize the citizenship attitude, presented in this little book, evidently grew out of an experiment that has been tried out in the high school of Melrose, Massachusetts. The method is the more generally accepted one of dramatically acting the procedure followed by the courts and legislative councils, individual pupils performing accepted parts in person. There are typical stories of town, county and city government, an aldermanic session, state government and the enactment of laws, a Federal hearing upon bills and presidential conventions. With each story goes a "demonstration" in which pupils take part. The text contains much interesting matter and, in the hands of a skillful teacher would certainly develop an interest among students.

Youth and the New World—By Ralph Philip Boas. The Atlantic Monthly Press. Pages 320.

It is not easy to classify this book. It is a collection of essays, contributions to a literary magazine, the Atlantic Monthly, through a period of years. In the Introduction by the Editor, Ralph Philip Boas (head of the English Department, Central High School, Springfield, Massachusetts), it is said to be "a book for young people who intend to take a share in life." In the Preface, the purpose of the book is stated to be "to acquaint young men and women with some of the problems of life." There are twenty-one chapters by as many writers. A first impression is that, except for the first half dozen chapters, maybe, the book is merely a collection of unrelated articles. A reading of the titles suggests nothing more. A more careful observation, but no critical reading, leaves the impression that it is a worth-while series of discussions for adults—mature students, the serious-minded citizen, teachers, maybe; but not for adulthood in the making. A careful reading of the 300 pages has corrected, in a measure, both these inferences. There is a thread of common educational purpose running through the collection, and they have a meaning for youth, for "every right-minded young man or woman who wants to understand the point of view of his elders and to profit by their experience."

The danger that comes to all of us, but to youth, especially, from so much exploiting of human barbarities and indecencies and low ideals, on the stage and in the daily news, is brilliantly pictured. The temptations of the rising generation; the unwise faith of the older generation in what is, and the inaptitude of

youth in the attempt to understand it; the meaning of education as a "mastery of the arts of life"; the perils of professionalism in college athletics; the futilities or contradictions in the scholastic examination; the real values of college training and the absurdities of popular attacks upon it; the teacher's three articles of faith—belief in his subject, belief in the student, and belief in himself; all of these topics are obviously educational and are discussed with charming frankness and ability. Three chapters consider industry and labor; two, Americanism and Americanization, etc. Upon these and a dozen other topics may be found divergent opinions of the basic meanings of education that depend mainly, of course, upon the divergent opinions as to the meanings of life and the relative values of the incentives offered by school and non-school activities. Two interesting chapters recount the effectiveness of a distinctively humanistic, scholastic training for all classes, discrediting the "shop and soil" bias, and the reader finds himself wondering that any one should dis-believe. The extreme individualism of the modern reformer is, on the one hand, seen as inexcusable selfishness, only, and, on the other, noted as a mark of the only real effectiveness. Organized labor and its relation to social melioration, to Americanization and the national spirit are given expert exposition. But they all have for their purpose to acquaint youth with these and other selected problems that concern America. It is throughout a wholesome, stimulating discussion. As the editor affirms "those essays have been chosen which seem most likely to set young people to thinking, to challenge them to hold opinions of their own and to stimulate them to search for further knowledge." It is intended as a textbook for English classes, and helpful suggestions are made for its use. Any one who has once read the book will agree with the writer that it is really a stimulating treatise for the teacher on the aims and processes of education.—R. G. B.

The Development of Language—By Harry Fletcher Scott and Wilbert Lester Carr. Scott, Foresman & Company. Pages 215. Price \$1.20.

Just why, in our upper classes, the schools have given so much attention to languages, vernacular and foreign, ancient and modern, and so little to the processes and principles of the life and development of language as a means of communication and clear thinking is not easily explained. The elements of our own language, and the origin and conditions of change in its use, and its relations to other language groups as conditioning modern civilization, constitutes an interesting and effective instrument of liberal culture that has been much neglected. In this text is a pioneer attempt to do for the linguistic field what modern pedagogy has seen to be important in science, provide a general course in language. Its introduction is justified in that it not only furnishes a rational basis for kindred advanced studies, but it makes its appeal to the new interest of the student in language. Chapters on the language families,

the characteristics of the classical and romance languages, and the Germanic and Latin elements in English are of special interest. The sounds of spoken language, and how and why words change in form and pronunciation, are considered very briefly, it is true, but discriminatively. High school pupils who have had a year or two of Latin or French will find the study an interesting supplement; but the authors believe that it may be undertaken profitably without any previous study of a foreign language.

The Winston Readers—By Sidney G. Firman, Superintendent of Schools, Glen Ridge, New Jersey, and Ethel H. Maltby, Corning, New York. The John C. Winston Company.

Primer, 108 pages, price 64 cents.
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Second Reader, 175 pages, price 70 cents.
Third Reader, 252 pages, price 76 cents.
Fourth Reader, 305 pages, price 84 cents.
Fifth Reader, 348 pages, price 92 cents.
Primer Manual, 131 pages, price 96 cents.
First Reader Manual, 136 pages, price 96 cents.
Second Reader Manual, 51 pages, price 32 cents.
Third Reader Manual, 48 pages, price 32 cents.

The Silent Readers—By William Dodge Lewis, Deputy Superintendent of Public Instruction, State of Pennsylvania, and Albert Lindsay Rowland, Director of Bureau of Teacher Training and Certification, Department of Public Instruction, State of Pennsylvania. The John C. Winston Company.

Fourth Reader, 272 pages, price 88 cents.
Fifth Reader, 304 pages, price 92 cents.
Sixth Reader, 336 pages, price 94 cents.
Seventh Reader, 352 pages, price 96 cents.
Eighth Reader, 368 pages, price 98 cents.

The Winston Readers, intended for grades one to five, inclusive, contain some of the best literature of childhood, carefully graded and charmingly illustrated. The primer and the first book contain folk tales and nursery rhymes; book two contains folk tales and fairy tales of all lands. All the stories and poems have their original titles and characters. Book three contains myths, fables, history stories and poems. Books four and five contain interesting selections from a wide range of sources. The series is well adapted for either basal or supplemental use. A most valuable feature of the series are the inter-leaved manuals—teachers' books inter-leaved with the pupils' books, and giving definite teaching instructions page by page, lesson by lesson.

Probably 98 per cent of all reading is done silently. Once the mechanics of reading are mastered, the problem becomes one of speed and accuracy in thought-getting. The Silent Readers are definitely designed by the authors for the development of efficient silent reading. The books are intended for grades four to eight, inclusive. The material is carefully selected from a wide variety of sources ranging all the way from classic literature to the World War and the daily press. All method suggestions are based on securing quick thought-getting. For instance, just as we scan the headlines in the

morning paper or "skim" the encyclopedia article until we find the idea we are after, so the pupils are trained through articles and exercises in these readers. The series has a wide variety of tests. Devices for checking comprehension are suggested in connection with each exercise. From the standpoint of practical use both series will be found of real value in the elementary schools.

Parliamentary Practice—By General Henry M. Robert. The Century Company. Pages 203. Price \$1.25.

For a generation, Roberts Rules of Order has been an authority in parliamentary proceedings. A few years ago the text was revised. The present book is characterized as "an introduction to parliamentary law," and as such is very elementary, concrete in its discussion of typical procedures and abundantly illustrated by real cases. Americans, particularly, are much addicted to organizations, more or less formal societies, permanent or temporary associations, for general discussion of public questions, or for corporate action. The business in hand makes an orderly deliberation necessary; otherwise confusion results. Pupils in school, young people's societies, civic and political and scientific and religious bodies find an established order essential. The fundamentals of such generally accepted procedure may be found in this little "Introduction to Parliamentary Law."

Our Economic Organization—By Leon C. Marshall, Professor of Political Economy and Dean of the School of Commerce and Administration, University of Chicago, and Leverett S. Lyon, Assistant Professor of Commercial Organization, University of Chicago. The Macmillan Company. Pages 503.

The conviction has been gaining ground for some time past in educational circles and among our people at large that the complex conditions of life today call for a much more definite teaching than was formerly attempted of the various elements entering into our social heritage. One form of expression that this tendency has assumed is manifested in the volume under review, to wit: an increased emphasis upon what the authors aptly denominate the "serious study of the business of social living." The text is "an attempt to describe the way in which we live and work with one another in modern life in our effort to gratify our wants." It is intended for the use of introductory classes in economics in high school or college.

The authors divide their material into three parts: first, a bird's-eye view of the general economic structure of modern society; second, a survey to furnish a more perfect background by tracing the rise and growth of our current capitalistic industrial society "over the shoulder" of a former type of economic organization; third, a clear, relatively complete, and definite study of the functions and assembled parts of our "modern want-gratifying machine." In the authors' treatment stress is placed primarily upon the activities performed by the economic machinery of our twentieth century

civilization, and only secondarily upon its structure.

The problems set at the ends of chapters are vigorously stimulating. The references for further investigation are confined to those closely connected with the textual material. The illustrations, tables, charts and diagrams are skillfully chosen to illuminate the subject.

The plan and teaching content of "Our Economic Organization" seem in every way to meet the urgent need for a text that will assist in engendering truer appreciations of the actual work of the world as it is carried on today.—A. J. C.

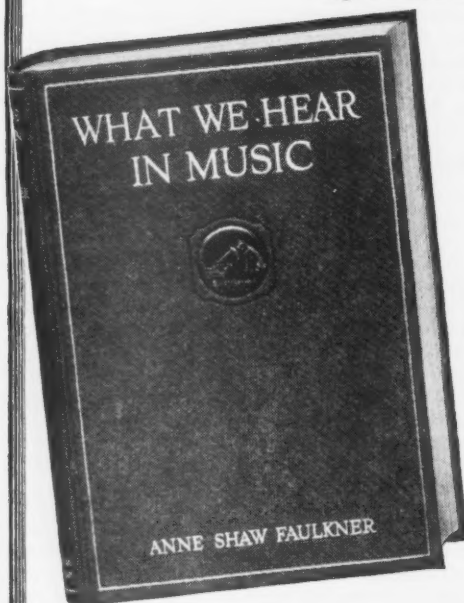
Handbook of Composition—Issued by the California State Association of English Teachers. Price 50 cents. Secured by Effie McFadden, State Teachers' College, San Francisco.

Teachers encountering constantly the many established habits that endanger our English undefiled will find much aid and comfort in this forty-page Handbook of Composition for use in ninth year classes, just issued by the California State Association of English Teachers. That a real need exists for a practical contribution of this kind is evidenced by the continuous attention devoted to the questions involved in all recent educational meetings and in periodical literature. The Handbook under review furnishes a compendium of clear-cut, definite, expert ideas, based upon successful classroom experience. That such a result might be looked for in it is fully attested by the names of the committee that has prepared the work: Emma J. Breck, chairman, University High School, Oakland; Anne Johnson, secretary, Fremont High School, Oakland; L. Myrtle Bowman, Vocational High School, Oakland; Alice C. Cooper, University High School, Oakland; Evaline Dowling, Jefferson High School, Los Angeles; Minerva Howell, Stockton High School, Stockton; Emma N. Schneider, Oakland High School, Oakland, and Elizabeth Wood, Hollywood High School, Los Angeles. The Commissioner of Secondary Schools, Hon. A. C. Olney, has also placed the seal of his approval upon the leaflet.

The various divisions of the Handbook deal with the basic phases of English Composition teaching—reputable form, grammar, punctuation, etc. A constructive program is presented for a systematic and determined attack upon common incorrect practices, as they appear at given points. The program has distinct value, especially for the inexperienced teacher, in that it provides not only teachable content, but also suggestions of method applicable in the technic of instruction. Brief professional reference lists are given.

Without doubt, once they learn of its existence, teachers of English throughout the State will seek eagerly to secure copies of this Handbook which is so rich in material and suggests tion for the improvement of the work in Composition.—A. J. C.

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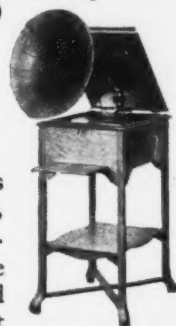


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NOTES AND COMMENT

Educational Directory.—The Directory of Educational Organizations in California, published by the News, has been of such frequent use that its revision and re-issue are to be undertaken. The office has found it valuable as a mailing list. It has served a similar purpose for officers of the more general associations, of business and women's clubs having educational sections. It is probable that there are other organizations whose notation should appear in our list, which have not come to our notice. Will you not assist the News in making the registry complete? Every county, probably, has one or more societies interested in the local schools. Each of the two hundred or three hundred cities will be found to have one or more associations other than teacher bodies. Study clubs and circles including educational purposes should have a place in the Directory.

Send in, to this office, the name, location of any such organization in your neighborhood, city or county, with names of officers for the year and their addresses.

There is nothing in either the Constitution or the By-Laws of the American National Red Cross about education or the schools or the relation of its functions to teachers and instruction; and yet in its comprehensive program and liberal administration it has become one of the almost indispensable agencies for education and the building of character in both adults and youth. Its work with children through the Junior Red Cross and its showing with the schools the chance for unselfish service among them is an incalculable contribution to education of the best sort.

There are approximately 100 Junior Colleges in the United States of which 20 are in California. Of the 600 Colleges and Universities reporting, Dr. Claxton estimates that 250 "might well cease to give instruction in the junior and senior years, and concentrate all their means, money, and equipment on doing, in the largest and most effective way possible, the work of the freshman and sophomore years. . . . Many of the smaller institutions are spending two thirds or more of their income on a third or less of their students." California Junior Colleges are not always as well furnished as they should be with either adequate income or teaching ability, but they are doing a much needed and high grade of work. It is estimated, also, that from 60 to 75 per cent of their graduates are carried on to higher institutions.

Among the improvements that seemed assured for certain rural and small village school districts in California, were the teacherages. Now comes an official decision from the office of Attorney General Webb that public money may

not be legally used for this purpose. The status of 115 such teacherages are thus placed in jeopardy and the further provision of them checked, for the present at least.

The President of the American Optometric Association affirms that at least one out of every five school children has defective eyesight.

Under the new order in San Francisco, the mayor has named as appointees to the new board of education, to be confirmed or rejected by the people at the next regular election in November, the following: Mrs. F. G. Sanborn, now President of the Board of Education, Miss Alice Rose Power and Mr. Daniel Murphy, members of the present Board, together with Mrs. Mary Prag, Mrs. Ernest Mott, Mr. Alfred Esberg, and Mr. F. Dohmann, Jr. Under amendment No. 37, the mayor must make his nominations on or before September 1st. The names appear on the ballot for the November election. In case any name fails to secure majority of the vote cast, it will automatically be dropped and a new appointment must be made by the mayor to hold office until the following election when the people will have opportunity to vote on the names.

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PIANOLAS

Say you saw it in the Sierra Educational News

GEOGRAPHY can no longer be taught casually, or by a mere recital of memorized facts. It has taken on a new breadth and meaning; it demands more efficiency on the part of the teacher.

Teachers, therefore, are demanding aids to the teaching of this subject. They want a reliable source from which they can enrich their own knowledge and teaching power. They look naturally to a Manual which will better equip them for this task.

Such a Manual has just been issued for Brigham and McFarlane's Essentials of Geography. Not only does it deal in detail with the teaching of this series but it also provides much illuminating discussion of the pedagogy of geography.

The breadth of this discussion is indicated by the following chapter headings in the second half of the book:

Geography in the Higher Grades: Methods of Teaching Geography: Problems in Geography: The Use of Pictures: Field Work for Older Pupils: Geography as a Social Science: Minimum Essentials: Books for Teachers.

The instruction in this Manual is timely and enriching; no teacher can read the book without an increased appreciation of the new and interesting possibilities of this subject.

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(Continued from Page 420)

The influence of the National Education Association has been potent in developing and unifying educational standards and methods throughout the country.

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But above all is the privilege of having some part with the organized teachers of the country in carrying forward a program for the advancement of the teaching profession and the promotion through education of the highest welfare of the Nation.—N. E. A. Journal.

LOUISE McDERMOTT.

TENTATIVE PROGRAMS OF THE C. T. A. SECTION MEETINGS

Bay Section Meeting

Bay Section, October 3rd, 4th and 5th. General session afternoon, October 4th: Greetings by Mayor Rolph of San Francisco. Addresses, Dr. Ernest Horn and Superintendent Will C. Wood. Forenoon, October 5th: Addresses, Miss Olive M. Jones, Superintendent Fred M. Hunter; afternoon: addresses, Superintendent H. B. Wilson and Dr. Thomas H. Briggs; business session with report by E. Morris Cox, president of the California Teachers' Association. All general sessions in Civic Auditorium, San Francisco, President W. T. Helms presiding.

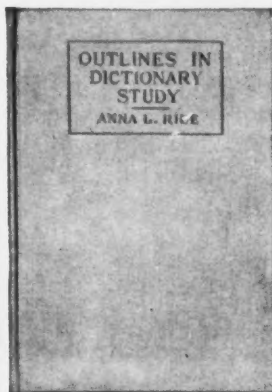
There will be local institutes of cities and counties, forenoon, October 3rd. Section meetings, afternoon. Meetings of Kindergarten, Elementary, Intermediate and High School, forenoon, October 4th, with Miss Olive M. Jones, Drs. Briggs and Horn, Miss Shanahan and Mrs. Helen Keller of the State Office as speakers.

The San Francisco Grade Teachers' Association will hold a banquet Tuesday evening, October 4th. The School Master's Club will banquet on Monday evening, October 3rd. Tuesday at 4 P. M. reception to visiting teachers; Wednesday, luncheon of San Francisco Principals' Association. **Central Coast Meeting**

The Central Coast Section will meet in Santa Cruz, October 3rd, 4th and 5th. The program includes the following: October 3rd, forenoon, separate institutes of the counties of San Benito, Monterey, San Luis Obispo and Santa Cruz; afternoon, general sessions with addresses by Mayor Kretzenstein of Santa Cruz, Dr. Ernest Horn and Arthur H. Chamberlain; evening, reception to visiting teachers. October 4th, forenoon, there will be round tables on Agriculture, Commercial, Music,

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Household Economics, Mechanic Arts, Student Activities, as trainers for citizenship; forenoon, address by L. R. Alderman, Educational Advisor, United States Navy; afternoon, Rural Section, Professor Crocheron and Lee Emerson Bassett; City Section, L. R. Alderman; High School Section, Mr. Bassett and Commissioner Olney. October 5th, forenoon, general session: Addresses by Mark Keppel and Stanley B. Wilson; afternoon, general session: address by Will C. Wood. Business session.

The program is being prepared by President R. L. Bird, who will preside at and address the meetings. T. S. McQuiddy and members of the executive committee are giving valuable service. **SOUTHERN SECTION MEETING**

The Southern Section California Teachers' Association meets at Los Angeles, December 22nd, 23rd and 24th. The first evening will be devoted to the annual concert, the Philharmonic Orchestra and the opening session. There will be nine general sessions, presided over by President Merton E. Hill and others who will assist him. At the opening session in addition to the President's address, State Superintendent Wood and Stanley B. Wilson will be heard. The three general sessions on the forenoon of December 23rd will be addressed by Governor William D. Stephens, President M. L. Burton, University of Michigan; Dr. Charles A. Prosser, Teachers' College, New York; President Walter A. Jessup, University of Iowa; Dr. Charles H. Judd, University of Chicago; U. S. Commissioner of Education, John J. Tigert; Superintendent Mark Keppel, and Superintendent Fred M. Hunter.

Speakers at the three general sessions, December 24th, forenoon, will be: Superintendent Will C. Wood, Fred M. Hunter, Mr. Harr Wagner, Commissioner Tigert, President Burton, Miss Eleanor Colby, Dr. Charles H. Judd, Dr. Prosser and Arthur H. Chamberlain.

The afternoon general sessions will have as speakers President Jessup, Commissioner Tigert, Superintendents Keppel and Wood.

The business meeting will occupy the evening of December 23rd.

While this is a tentative program only, its scope is clearly seen. More extended notice will be made in our next issue. That the Southern Section is able to finance such an extensive program is, as President Hill says, owing to the liberality and wise policy of the County and City Superintendents of Southern California. The officers came to their work this year with no funds whatever from preceding year.

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LABORATORY MANUALS: Soils; Dairy; Farm Crops; Poultry; Feed Manual.

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Say you saw it in the Sierra Educational News

(Continued from Page 421)

mento and the Hon. Will C. Wood arrived via very fast auto at 9:30, but he missed a skookum chicken dinner.

The big day was a wonderful day. At 8 o'clock a pretty little Mission architecture school that cost \$10,000 was dedicated, and the State Superintendent accepted it and pledged it to the use of education. Then the other schools, costing from \$10,000 to \$150,000, were dedicated or inspected. Mr. Wood and the other educators made addresses at each of the centers (there were seven in all), and a moving picture man made a pictorial history of the affair. Every school child and most of the people of San Benito County had the good fortune to see and hear Mr. Wood. It was good for him to have been there. He carried inspiration with him. To those two or three thousand school children of San Benito County the State Superintendent of Schools had been a big official who had an office up at the State Capital, Sacramento, and sent out orders to the schools which they attended. They met him and shook hands with him and they found that he was a gentle, kindly man who wanted them to grow up and become good citizens. His messages were such that they could understand and appreciate them.

It was no small proposition for Mr. Cagney to arrange such an undertaking and had it not been for the loyal support of his teachers and friends he could not have carried it through. It was worth all of the effort though, and it will go down in the history of San Benito County as one really big day.

ROY W. CLOUD.

That the teacher shortage in California is in the rural districts (about 350 all told) is only another indication that children in sparsely settled regions are not receiving a fair deal in the means of education. Longer terms, better equipments, consolidation of small schools, increased pay for teachers and closer supervision would go far toward equalizing opportunities between city and country.

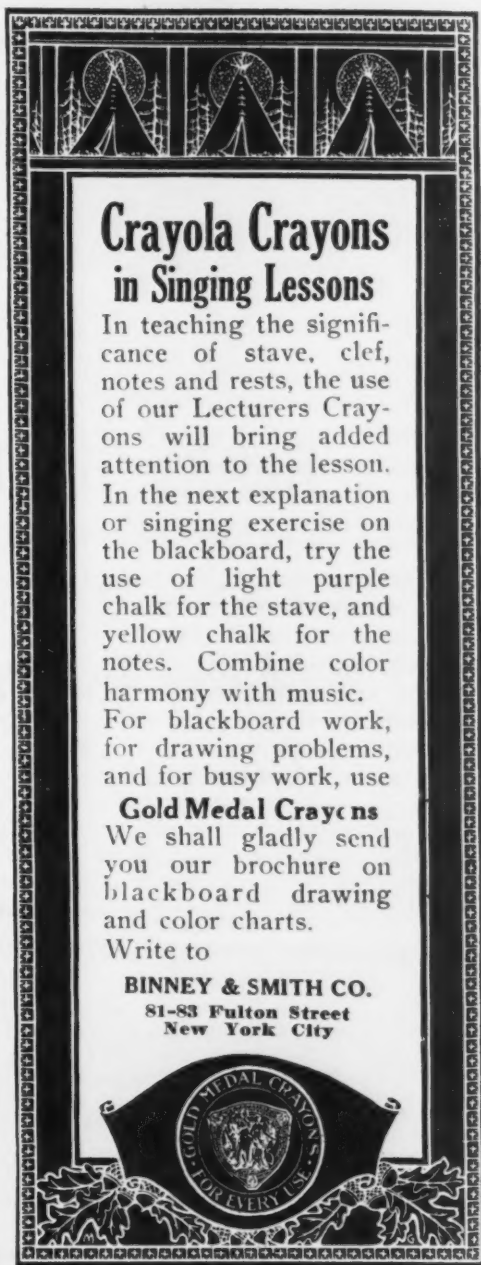
For training members of the junior units R. O. T. C., the War Department has recognized and designated nine California high schools for their "especially high standard of military training and soldierly discipline." The Manual Arts and Lincoln Schools in Los Angeles were among the number.

The Berkeley schools will introduce a system of pupils' savings banks this year. Teachers will act as tellers and the Berkeley Bank of Savings will handle the funds.

It has been affirmed that criminals in the

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Among the important ADOPTIONS already received, we note the following:

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Both books
Both books
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Supplementary (to Tarr & McMurry)

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State of California cost the state nearly five million dollars more than was expended in the same year for education.

As a result of conditions in the field of industrial art brought about by the war, an industrial art survey has been determined upon by the National Society for Vocational Education to begin early in the year. It will cover the United States and will be supplemented by studies of methods and results in European art schools. The purpose of the survey will be to bring together the art schools and the manufacturers in a common program for the training of American designers. The central feature of the survey will be a study of the conditions under which designs are developed for commercial practice, the requirements under which the designer works, and the qualities and training necessary for successful work in design. Among the industries to be studied are the costume trades, textiles, printing, jewelry, silverware, wallpaper, lighting fixtures, ceramics, furniture and interior decoration.

To what local or section, or state, educational or civic-educational societies in California do you belong? Give name of the organization, location and names and addresses of officers. Address, California Teachers' Association, Flood Bldg., San Francisco.

There are in the United States 194,500 one-teacher rural schools. In 29 states attempts are being made to standardize these schools, by a system of scoring for efficiency,—as to grounds, buildings, equipment; the qualifications, personality and pay of the teacher; organization, administration and supervision of the school; community interests and tangible results.

W. C. Harper, Pacific Coast representative of the John C. Winston Company, is in charge of the Coast headquarters of the company. On October 15th a new office will be opened at 571 Market street, San Francisco. The office will be on the same floor as that of the California Schoolbook Depository. Mr. Harper's territory includes California, Oregon and Washington. The company has an attractive line of texts in reading, history, civics, grammar, arithmetic, geography, spelling and bookkeeping in addition to a comprehensive miscellaneous list of publications for school, library and home.

Fullerton, California, has organized a four-year course of training in oil-production and refining, covering the last two years of high school, and the junior college two years. Half of their school time and all of their vacations will be spent by students in the refineries and at the wells.

Music is being recognized as a legitimate subject of study, and even the rural schools are coming into their own. Yuba County, through a progressive County superintendent, is given a regularly appointed music instructor. Superintendent Miss Jennie Malaley is to be commended and Yuba County congratulated upon this action.

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Dr. Elmer B. Bryan, long the President of Colgate University, and recently a visitor on the Coast, has been elected President of Ohio University at Athens. Dr. Bryan is one of the best known educators in the country today and is a platform orator of more than usual ability. He is an organizer and administrator, and will do an admirable piece of work in his new position.

Hotel Whitecomb, facing the Civic Center of San Francisco, has been selected as headquarters for the Bay Section meeting of the California Teachers' Association, scheduled for October 3rd, 4th and 5th. The hotel is becoming more and more headquarters for teachers visiting San Francisco.

There was organized during the Summer "The National Conference on Educational Method," of which "The Journal of Educational Method" is the organ. It is a monthly magazine with its first issue, September, 1921. This number is largely given to a discussion of the "projects" in teaching, and promises two series of articles on this theme throughout the year; the first by Professor Kilpatrick on the principles involved, and the second by Professor Hsieh on their application to the process of improving the teaching of English.

In a recent number of the "Journal of Delinquency," J. Harold Williams, Editor, calls approving attention to three official California reports on the matter of juvenile delinquency and its relation to the schools: the Fourth Biennial Report of the State Board of Control, Superintendent Will C. Wood's Twenty-ninth Biennial Report, and Dr. Margaret S. McNaught's Report, as Commissioner for 1920.

Miss Irene Burns, County Superintendent of Placer County, plans to have all schools kept open ten months from September 6. And why should not rural children receive as generous schooling as city children?

Sunday, June 5, 1921, should be remembered as a red letter day in the history of the San Francisco school department. There was dedicated with somewhat elaborate ceremonies, the first of what they are pleased to call their "better schools." Both at home and abroad the system has been recognized as shamefully, if not shamelessly, deficient in school accommodations and equipment. This new structure has 10 class rooms, sun rooms, a roof playground, kindergarten rooms, showers, marble sanitary fixtures, and provisions for a clinic for undernourished and subnormal children. For ten years the conditions have been surveyed and re-surveyed by its friends, condemned, the needs pointed out, and constructive measures suggested for improvement. A metropolis in its right one of the richest cities in its class, it has been its own most dangerous educational enemy. Here's hoping it is a beginning.



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LOS ANGELES, CALIF.

Say you saw it in the Sierra Educational News

The University High School, Oakland, in which intending teachers get their practice and observation work, for their high school certificates, has now its own paper. Number 2 of the "University High School Journal" contains interesting matter. Articles appear from Prof. Charles E. Rugh, Frank H. Boren, Emma J. Breck and others of the staff. A comprehensive "Course of Study in English," as used in the school, is given. It covers the aims, material, and suggestions for handling both literature and language for the 12 terms of the Junior and Senior high schools. There is presented a year's course in Journalism; and a sketch of their art course for the six years. The Journal is issued quarterly, printed by the University press, and announces a subscription price of \$1.00 a year; single copies, 25c.

In the efforts at the re-education of disabled soldiers and sailors who are taking training under the Federal Board, California has more than 40 institutions offering courses. These are supplemented by a number of commercial and industrial establishments making more specialized provisions. Among them all are half a dozen Colleges, as many business schools and industrial plants, each, a dozen high schools, and a number of fine art institutions. About half of them are public agencies, the others private. One is led to wonder why the public should permit private interests to assume an obligation that belongs to society as a whole, or that it should be necessary.

There has been organized the California Physical Education Association "to promote physical culture and co-operation in training methods." W. K. Dunn of Pasadena is President, R. R. Glassell, San Francisco, is Vice-President, and R. C. Ray, Palo Alto, Secretary. On the executive committee are J. M. Perry, San Diego, G. S. Perry, Chico, R. E. Neece, Selma, and E. P. Reed, Whittier.

Upon the initiative of educators at the meeting of the Department of Superintendency at Atlantic City, February, 1921, the Carnegie, Sage and Rockefeller Foundations and the Commonwealth Fund, will finance a survey of the financial needs of education throughout the United States. The following committee has been selected to manage the investigation: Dr. Elwood P. Cubberley, Leland Stanford University; Dr. Edward C. Elliott, Chancellor of the University of Montana; Roy Morrison, University of Chicago; Dr. George D. Strayer and Dr. Haig of Columbia University, and Victor Morovitz of the Santa Fe Railroad Corporation.

Attention is called to the article by Dr. Fred-eric Burk on the Pan-Pacific Educational Conference, included in this issue of the News. It is more than a "report" and will repay a careful reading. With a keen insight and a facile pen readers are given a picture of the Pan-Pacific situation that one might read far elsewhere, and not get.

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Say you saw it in the Sierra Educational News

With the selection of J. J. Tigert from Kentucky as Federal Commissioner of Education, and Miss Charl O. Williams from Tennessee to lead the great National Association of Education, the South is coming into prominence, educationally. Both have voiced their conviction of the pressing importance of improving the conditions of the rural and village school. The equalizing of opportunities for education among all social and population groups deserves this emphasis.

Dr. Frank F. Bunker, whom our readers will remember as Superintendent of the Berkeley Schools some years ago, and who has just closed his service with the United States Bureau of Education, has been made Director of the newly organized Pan-Pacific Union. His headquarters are in Honolulu. Both the Union and Dr. Bunker are to be congratulated upon this connection.

From the University of California Press has just issued a 100-page report on "Measuring Classroom Products in Berkeley." The project constituted a semester's work by a reunion in educational measurements, composed chiefly of Berkeley school principals and graduate students in education under the direction of Cyrus D. Mead of the Department. The study included handwriting, spelling, reading, arithmetic, English composition and geography. Every pupil in the system was tested. There was no selection of pupils or schools. Every teacher, under the guidance of a seminar representative, participated in the giving of the tests. Constructive teaching helps were formulated for each subject tested that improvement might result if needed. Copies of the report may be had by addressing the Bureau of Educational Research, Department of Education, University of California, Price 50c.

Mention has already appeared in these columns of changes of location among California teachers. Additional transfers that have come to the notice of the editors are the following: For the current school year, an exchange of elementary school principals between Pasadena (J. Andrews Ewing), and Oakland (C. A. Wheeler) has been arranged. Mr. Ewing was formerly assistant high school principal in Oakland. Mr. O. G. Hubbard, recently principal of the Lindsay high school, becomes supervisor of the elementary schools of Madera; Mr. Brown from Corning succeeds to the position at Lindsay. Mr. J. B. Weed resigns as supervising principal at Tulare. A. W. Ray resigns as supervising principal at Santa Clara and accepts a similar position at Tulare. Mr. Townsend succeeds to the position at Santa Clara. Roger Phelps has been appointed at Madera as supervising principal. R. F. Gray resigns from the principalship of the Evening High School for Foreigners, Alameda, and becomes principal of the schools of Taft, recently held by Miles Valentine. Paul Word, long the successful principal of the Red Bluff high school, becomes district superintendent at Hemet. C. A. Hartwell, whose resignation as superintendent at San

PRINTING MONOGRAPHS

Annals

THE School Annual marks the close of an important period in a young man's or woman's experience. It is one of the treasured souvenirs of school days.

Often too little thought is given to its typographical appearance and too much to the saving that can be made in the printing.

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STOCKTON COLLEGE OF COMMERCE
STOCKTON, CALIFORNIA

Say*you saw it in the Sierra Educational News

Leandro has been noted, is succeeded by W. O. Davies, promoted from the vice-principalship in the same system.

School building in California is booming. Vallejo has under construction a new high school, an elementary school and three primary buildings. Highland district, including Redwood City, plans a \$300,000 high school building on a 40-acre tract already purchased and improved with growing shrubs and trees. Centerville is to have a new high school for which \$250,000 of bonds have been voted. To care for the increasing number of students, the San Mateo high school students, under the supervision of mechanical instructors in the faculty, have built five new classrooms and made the furniture. The student payroll, at times, amounted to \$400 a week. Bakersfield has under way two buildings of the Kern County Union High School group, these for domestic science and agriculture. The contract is for \$147,968. Lindsay is erecting a new high school at a cost of \$215,000. Reedley, also, is to have a new Joint Union High School, the bonds for which, \$450,000, have been sold. School bonds to the amount of \$40,000 have been sold by the school district of Soquel, near Santa Cruz, which will provide one of the finest little buildings for a Union District School to be found in the State.

Through the services of the International Traffic Officers' Association, the schools about San Francisco Bay, from lantern slides and illustrated charts, will have presented to them the "safety first" idea and need. Rules and devices will be presented and children taught and induced to practice and use them. Mr. H. H. Mathleson is sent out by the national body to initiate this important work.

One of the most satisfactory delegate reports of the Des Moines meeting coming to this office is by Mrs. Emma L. Dacre, in the San Francisco Grade Teachers Association Bulletin for September. It is comprehensive, specific and of fine spirit.

Concerning teachers' organizations, Miss Mary F. Mooney of San Francisco says membership should (1) be a matter of civic pride. If, as citizens, we expect our community to take its place in the educational councils of the Nation and of the State, we should see to it that we do our part in the building up of the machinery to make it possible. (2) It should be a matter of professional pride. Organized efforts are the only certain means of putting ideas across. If we desire the general public to know and respect our work we must keep actively behind every movement for the betterment of the profession. (3) As both these associations have been reorganized mainly through the insistence of classroom teachers, and if they do not take advantage of these opportunities of participation in these councils, the responsibility rests with them.

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ROYAL LIQUID SOAP

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Each is planned to meet a particular need. Sixty-odd years of service to the writing public have evolved the twelve that meet all needs of the most exacting. At your nearest dealer's conveniently displayed. Choose from the case, order by number for safety's sake and buy by the box—it is red.

THE ESTERBROOK PEN MANUFACTURING CO.

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No. 442 Falcon shaped Stub pen is popular because it carries a large supply of ink; is an easy pen to use; glides smoothly over paper with little effort. The stroke is free and running.



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571 Market Street, San Francisco, Cal.

We are distributors for the educational books for the following publishers, and all orders for books of these publishers will receive prompt attention.

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Beckley, Cardy Co.
Birchard & Co.
Bobbs, Merrill & Co.
Century Co.
Comstock Publishing Co.
Educational Publishing Co.
Funk & Wagnalls Co.
Goodyear-Marshall Pub. Co.
Graham, Andrew J. & Co.

Hinds, Hayden & Eldredge
Historical Publishing Co.
Holt, Henry & Co.
Iroquois Pub. Co.
Laird & Lee
Little, Brown & Co.
Longmans, Green & Co.
Lyons & Carnahan
McIntosh Pub. Co.
Merriam, G. & C. Co.
Newson & Co.
Noble, L. A.
Phonographic Institute
Practical Textbook Co.

Public School Publishing Co.
Ronald Press
Sadler, W. H. & Co.
Sanborn, Benj. H., & Co.
Schwartz, Kerwin & Fauss
Scott, Foresman Company
Shaw, A. W. & Co.
Silver, Burdett & Co.
South-Western Publishing Co.
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*A Cordial Welcome to the visiting teachers
of The California Teachers' Association.
Make free use of all our many store conven-
iences. Meet your friends in our Rest Room.
Inspect the new Fall Fashions. We hope to
make you feel at home.*

Raphael Weill & Co. Inc.

One of America's finest department stores.

At Sutter, Grant and Post Streets, San Francisco

In a recent committee report to the San Francisco Chamber of Commerce, a vigorous plea was made for more attention to music instruction in the San Francisco schools. It came from the vice-president of the Union Trust Company and represents a business man's estimate of the value of such training and accomplishments to a community—to society as a going concern.

The Eureka Junior College, under the direction of Principal Geo. C. Jensen, is making rapid progress. Thirty-five are enrolled to date. There are offered university courses in Chemistry, Physics, Mathematics, Political Science, Economics, History, English, Journalism, Logic, Zoology, Latin, French, and Art. Besides these courses there are industrial courses for the students over twenty-one who have not had the advantage of high school courses. Says Mr. Jensen: "We have just completed a new concrete machine and automobile shop, with a floor space of 13,000 square feet and \$10,000 of equipment. I cannot but feel that this advancement of two years above the regular high school work is going to be a great thing for the people of this community. It is certainly fundamental."

Through the efforts of the Oakland Recreation Department, the city is to have a golf course for, not adults only, but for youth as well. Beside these, there are to be provided evening club rooms for working boys and girls.

Under the new law relating to Foreign Language schools it is necessary that an examination be taken to satisfy certain requirements on the part of teachers. There was recently held in San Francisco a two weeks institute participated in by some 150 Japanese teachers. Lectures were given and courses offered, by Mr. Sam Cohn of the State Office, Professor Rugh, Professor A. M. Cleghorn, Dr. Guy, Mr. V. French, Arthur H. Chamberlain, Mr. A. J. Cloud, and a number of other men and women. The courses covered History, Constitution, Government, Americanization Problems, American Ideals, and allied matters.

The Victrola in Correlation with English and American Literature is the title of a recent new booklet issuing from the Educational Department of the Victor Talking Machine Company. This booklet of 68 pages is compiled by S. Dana Townsend of Columbia University. Of special interest will this booklet prove, not merely to teachers of Music, but to teachers of English, which means all teachers. High school principals and instructors in normal schools and colleges will appreciate having this publication. There is discussed in its pages the necessity of making music a part of the life of the people instead of treating it as an art in itself to be participated in by the few only. It sets forth music as a means of culture, the selection of records such as to emphasize the value of literary productions and many fine bits of prose and verse that have been set to music. Running through the book there are historical references that are most valuable.

Say you saw it in the Sierra Educational News

VISUAL INSTRUCTION IS THE ESSENTIAL BASIS OF EDUCATION



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Motion Picture Projectors

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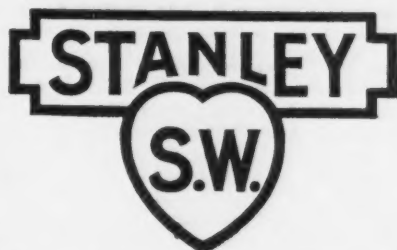
University of California
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showing all parts and method of assembling the

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"BED ROCK" PLANE

This chart will prove of great value in educational work. Ask for Chart 17J.

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THE HOUSE OF COMFORT

\$1.50 with bath single

Hotel Whitcomb has been selected as headquarters for the meeting of the California Teachers' Association, Bay Section, to be held in San Francisco on October 3rd, 4th and 5th. Every room at the Whitcomb is an outside one. The hotel is located at the corner of Eighth and Market streets, near the Exposition Auditorium, where the convention sessions will be held. Rooms are from \$2.00 up. Cars Nos. 6, 7, 8, 9, 17, 21, 32, and also J and K from the Ferry Building pass the Whitcomb.

Twenty-two states have passed compulsory Continuation-school laws, and eighteen states require that children between 14 and 18 years of age shall be examined by competent officials before being permitted to go to work. Of the 18 states, two only that may be called western, Arizona and California, are included.

Among the organizations of women, the Parent-Teachers Association is distinctly educational. Its child welfare activities, naturalization classes, introducing and serving hot lunches among the schools, the distribution of flags, supporting the efforts against child labor, the endorsement of educational measures in the legislature and in congress, the simplification of dress for school girls, better moving pictures, work for public and school playgrounds, encouragement of thrift through savings accounts (banking several hundreds of thousands of dollars), stimulating the right selection and use of wholesome books for children;—these are some of the activities of this comparatively new organization in the interest of children.

The State Board of Education of Indiana has approved an "outline for Bible Study" for credit in Indiana high schools. It is claimed the movement has the endorsement of Protestants, Catholics, and Hebrews, and that it has had such growth as to be tried in a large number of schools of the State. The work is managed by a committee of five, known as the "Board of Control." J. W. Hatton, Shelbyville, Indiana, is chairman. Apropos of this new interest in Bible Study, there has come to the editor's desk, a copy of a book, "The Contents of the New Testament," by Haven McClure. It is published by the Macmillans and is characterized as an "Introductory Course." "It is the result of years of classroom experience in teaching the New Testament in an elective English Course in a public high school of over 500 students."

In a bulletin recently issued, it is shown that the Junior American Red Cross is actively serving in 20 foreign—European and Asiatic countries. Through the constructive interest of thousands of American boys and girls, schooling and training in the native crafts, and home-making, gardening, health care, etc., are furnished to the children of those countries; thousands of whom have never had a chance at such training, and could not have but for the young American with a heart for service.

Greetings

To California Teachers' Association—Bay Section

FROM

**Van Arsdale-Harris
Lumber Company**



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Offers the California Teachers' Association

**An ideal location,
Interested personal service,
Superior accommodations at
Moderate rates—from \$2.00.**

The Whitcomb's proximity to the Exposition Auditorium, City Hall and Public Library tends to make it the ideal stopping place for the delegate.

Hotel Whitcomb

J. H. van Horne, Manager

At Civic Center

San Francisco

Say you saw it in the Sierra Educational News

In the election of Miss Charl Ormont Williams as President of the National Education Association for 1922 there is distinct recognition of the importance of elementary education and the prominence of the classroom teacher. It seems probable, too, that educational attention will be focused upon rural schools and rural educational conditions. Miss Williams is County Superintendent of Schools of Shelby County, Tennessee (Memphis).

The American Red Cross holds its 5th annual roll call, from Armistice Day, November 11th, to Thanksgiving Day, November 24th. There is great need for support at this time to this worthy institution. The Red Cross has interested itself in schools for the disabled soldiers, for dependent children in Eastern and Central Europe, first aid instruction and other laudable undertakings in many things and needs the support of all.

The school people of the State will be shocked to know of the sudden death of John W. Anderson, long the county superintendent of schools of San Joaquin County. He had for many years been a resident of Stockton and was most popular and efficient. Mr. Anderson is succeeded in the office of County Superintendent by Mrs. Anderson, who received merited appointment by the County Board of Supervisors. We regret to chronicle the passing of another prominent school man, W. F. Bliss, Head of the Department of History, at the San Diego State Teachers' College. Mr. Bliss was a man of unusual scholarship and ability as a teacher. He will be missed by thousands of teachers and many who have been students at the Normal School.

Under the new law enacted at the recent Legislature, reorganization of the State Departments included the California State Library. The people of the State are fortunate in that the former State Librarian, Milton J. Ferguson, has been reappointed by the government. Mr. Ferguson has been markedly efficient in administering the affairs of the State Library and further developments may be expected under his administration.

Elementary teachers everywhere who are given lessons in nature phenomena, especially bird life, will find the California Fish and Game magazine indispensable. Authoritative articles are re-enforced by superb illustrations. Information may be had of Dr. H. C. Bryant, Berkeley.

The Brawley, California, high school publishes during the school year a Bulletin whose purpose is "to serve as a means of communication between the school and its patrons, and to promote a better understanding of the purposes and plans of the school." Judging from the contents of the first number of the current year, it must prove quite as valuable to entering students, especially. Courses, customs, expenses and educational values are given engaging clearness.



The Friendly Paper

A child and a pen—a combination that doesn't make for the happiness of either, nor for the satisfaction of the teacher, usually.

On its upward stroke, the pen runs into treacherous hills in the paper and spatters ink freely. On its downward course it leaves an inky and irresolute trail, ending in a blot where the paper was pressed too closely.

It is inevitable that a pen should be a formidable weapon in a child's fingers. But it isn't inevitable that the finished work be a graveyard of young hopes.

For there is a paper that is friendly.

There is a paper that carries the uneasy motion of a child's pen smoothly and freely over its surface. There is a paper whose tint is so clear and naturally restful that it saves the child's eyes—and the teacher's, too.

That paper is Bank Stock.

The line is complete. It includes composition books, spelling tablets, notebooks, filler pads, and all school stationery.

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A NEW CATALOGUE showing the complete line of Bank Stock School Stationery and a test card will be sent gladly upon request.

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"Enamelac" is revolutionizing Decorative Design. It is **waterproof**—works on any surface except paper—and dries over night. Used to decorate Toys, Jewelry, Wooden Boxes, Frames, Bottles, etc. Let your pupils make useful things beautiful. "Complete Outfit" 6 cans "Enamelac," 3 Brushes, Shellac and Turp. in box, postpaid \$3.00. Per can 30c. **Circulars free.**

THE PRANG COMPANY
1922 Calumet Ave., CHICAGO

The National Kindergarten Association is sending out a leaflet on "How the Kindergarten Helps the Grade Teacher," that is very suggestive. Reading, number work and geography are especially noted, along with the kindergarten's influence on the attitude of the child toward the school, his self-reliance, and his general poise and freedom from self-consciousness.

For the information of those having dealings with the Federal Board for Vocational Education, it is announced that the offices have been moved from the fifth floor of the Flood Building to the Glenwood Building, 216 Market street, San Francisco.

Both Kansas and Missouri have now provided by law for a system of County libraries, after the general plan for California. State and local library associations, teachers' associations, Chambers of Commerce and women's clubs joined in the campaign.

Minnesota has joined what is now coming to be the long list of State Associations of Teachers in maintaining a permanent paid secretaryship and publishing an official paper. "The splendid program of educational reform which has been carried out in California, through the efforts of the State Association" is cited with approval. The new Secretary is C. G. Schulz, former State Superintendent of Public Instruction.

The Siskiyou County Institute met at Yreka, October 30-September 2. The program was prepared by Superintendent Kate E. Horn. Those who offered instruction included Professor E. Miller, State Teachers' College, Chico, Miss Winifred Van Hanen, Miss Geraldine Carden and Sam H. Cohn, all of the State office. Superintendent Roy W. Cloud, San Mateo County, and Otis M. Carrington, Redwood City. The Trustees' Institute of the County was held on September 2nd, in conjunction with the teachers' institute. The meeting was addressed by Mr. Cohn, Miss Marion Morse, and Miss Carden. A large number of the teachers of the county, under the direction of Dr. E. W. Hauck, took out memberships in the California Teachers' Association. Announcement has been made of the resignation of Superintendent Mrs. Kate E. Horn, from the office she has so acceptably held for a number of years. The Supervisors of the county have appointed to the vacancy Wm. L. Kleaver, who has been acting as County Horticulture Commissioner.

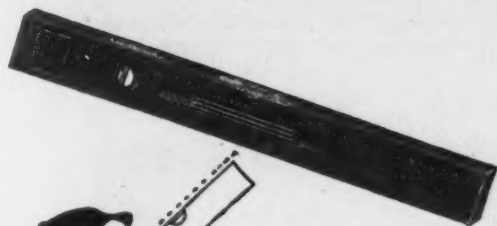
A special course, covering a year of intensive study, has been arranged by the University at Berkeley to train social workers in relief agencies, departments of health centers and hospitals, children's and juvenile court work, industrial welfare, etc. The course has been limited to 25 students.

Few teachers in the state did not know of the heroic work done by Dr. Jesse F. Millsbaugh as president of the State Normal School of Los Angeles. Many will be pleased to know of the recent appointment of his widow, Mrs. Mary C. Millsbaugh, to the Los Angeles Board of Education. Mrs. Millsbaugh is not only eminently qualified for the duties, but it is an honor to the city that the schools are to have the benefit of her wise advice.

In an attempt to explain the remarkable influence of Abelard (about 1117 A. D.) Arthur O. Norton, author of "Readings in the History of Education" notes "certain qualities indispensable to the efficient teacher," and names "a winning personality, fullness of knowledge and technical skill as a teacher." Probably no teacher training staff could formulate it better for the teacher of today.

A year ago Mr. A. T. Simonds, President of the Simonds Manufacturing Company of Fitchburg, Massachusetts, offered a prize of \$1000 for the best essay on the subject, "Present Economic Conditions and the Teachings of Adam Smith in the Wealth of Nations." It was open to any high school or normal school in the United States. Ninety-five essays were entered in competition. The prize was awarded to David Koch of New York. Born in that city 17 years ago of parents of foreign birth who do not yet speak English, the achievement of the boy is a glowing tribute, not to the boy's ability and pluck, but to the rich opportunities for education offered in this country.

Say you saw it in the Sierra Educational News



"There was a magic instrument--

very precious, made out of costly red wood and gold, with a tube which contained a drop--no, it wasn't a drop, it was a nothing which lived in the water, but the nothing looked like a drop, and it ran in a frightened way up and down the tube, no matter how cautiously you tilted the magic instrument."--*Sinclair Lewis in "Main Street"*.

The greatest value in a plumb-and-level is that the "nothing that looks like a drop" shall register accurately.

Every feature of a Disston Level is made as Disston makes everything--with all care possible and the knowledge of generations. The wood is thoroughly seasoned to prevent warping. The level glass is held rigidly in an adjustable casting, and the adjustment itself is the simplest in the world.

The Disston Plumb-and-Level is a good-looking, honest tool, rugged and substantial, and finished beautifully. It brings the same pride to the owner that "the saw most carpenters use" gives to the man who owns one.

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Compass Saws
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Marking, etc.
Hack Saw Blades
Hack Saw Frames
Hand, Panel, and Rip Saws
Hedge Shears



Ice Saws
Inserted Tooth
Circular Saws
Keyhole Saws
Kitchen Saws
Knives--Cane, Corn, Hedge
Knives--Circular for Cork,
Cloth, Leather, Paper, etc.

Knives--Machine
Levels--Carpenters' and Masons'
Machetes
Mandrels
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Plumbers' Saws
Pruning Saws
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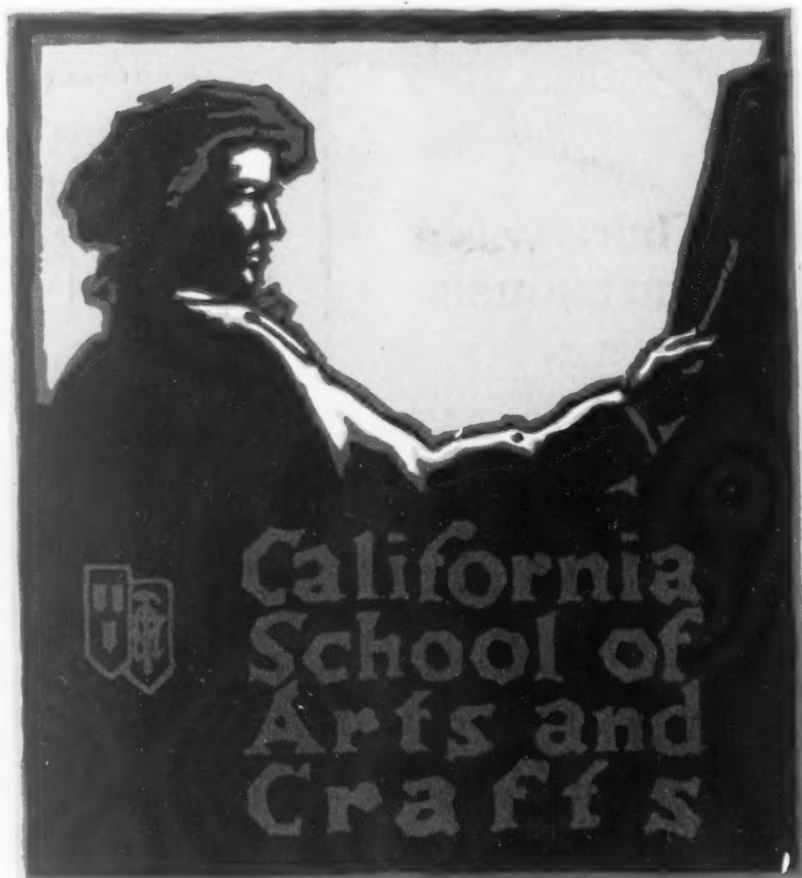
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Artists and Teachers of the Arts and Crafts
for the Elementary and High Schools

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J. H. Meyer, Director

November 7 1921

THE SIERRA EDUCATIONAL NEWS

Child Study

Schooling Made Easy

Council of Education

The Coronado Convention

Section Meetings

Education Like Popcorn.

Some Striking Advertisements

About Government Bulletin No. 103

Chicago, November 1, 1921.

To the Domestic Science Teachers of the Nation:

Many people believe that alum in food of any sort is always harmful. Away back in 1911 the whole question of whether alum was or was not harmful in foods was submitted by the United States Department of Agriculture to the Referee Board of Consulting Scientific Experts. The following questions were submitted for the Board's decision:

1. Do aluminum compounds, when used in foods, affect injuriously the nutritive value of such foods or render them injurious to health?
2. Does a food to which aluminum compounds have been added contain any added poisonous or other added deleterious ingredient which may render the said food injurious to health? (a) In large quantities? (b) In small quantities?
3. If aluminum compounds be mixed or packed with a food, is the quality or strength of said food thereby reduced, lowered, or injuriously affected? (a) In large quantities? (b) In small quantities?

The conclusions of the Referee Board were based on three sets of experiments, all tests being on healthy young men by including alum in some form in their food. The final conclusions of the Board were issued by the United States Department of Agriculture as Bulletin No. 103. This Bulletin gives a summary of the unanimous findings of the Referee Board of which President Ira Remsen of Johns Hopkins University was Chairman.

Bulletin No. 103 gives the "last word" on the time-worn alum controversy. Every Supervisor of Domestic Science, every housewife in America, should have a copy. Copies may be secured without charge by writing to the United States Department of Agriculture, Washington, D. C. The findings of the Bulletin are interesting, sensible, conclusive.

Cordially,

CALUMET BAKING POWDER COMPANY

4100-4128 Fillmore Street,
Chicago, Illinois.